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The Three Thematic

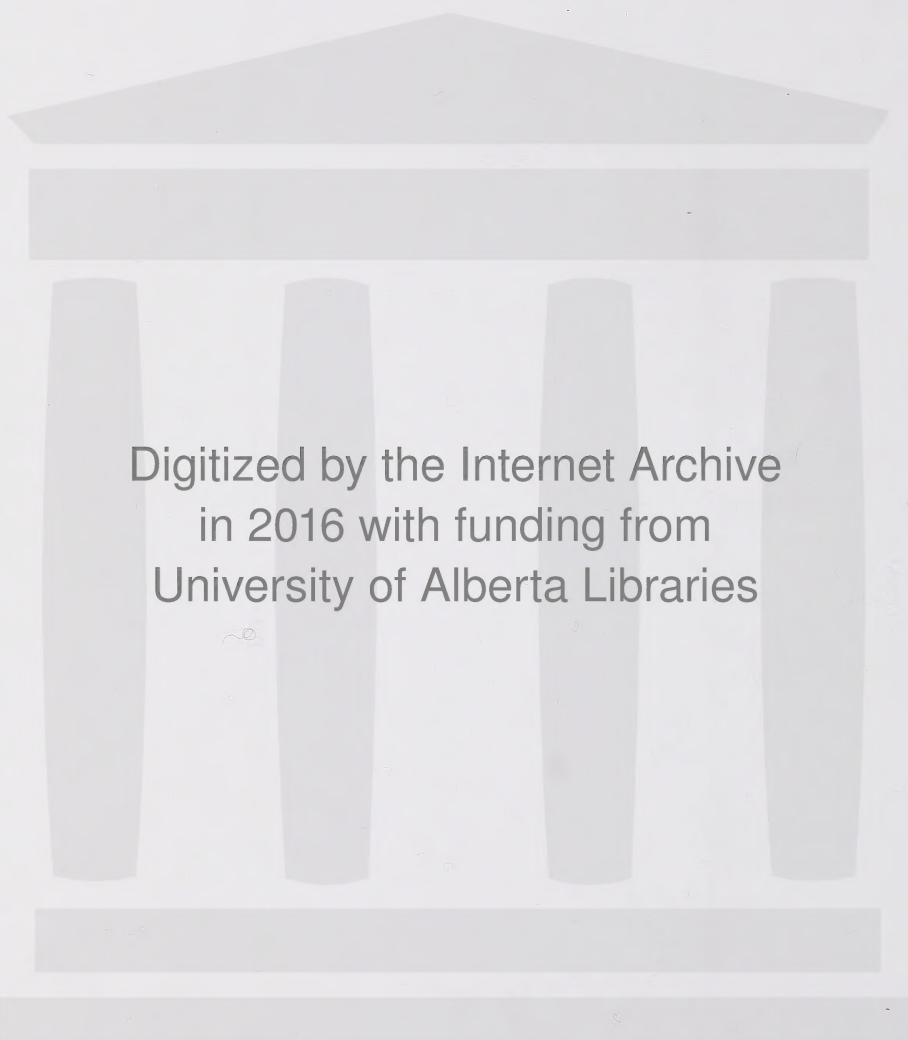
Module 4A:

What Is Happening?



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Grade Three **Thematic**

Module 4A:

What Is Happening?



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Grade Three Thematic
Module 4A: What Is Happening?
Student Module Booklet
Learning Technologies Branch
ISBN 0-7741-2734-1

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.

This document is intended for	
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Teachers	✓
Administrators	
Home Instructors	✓
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Other	



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- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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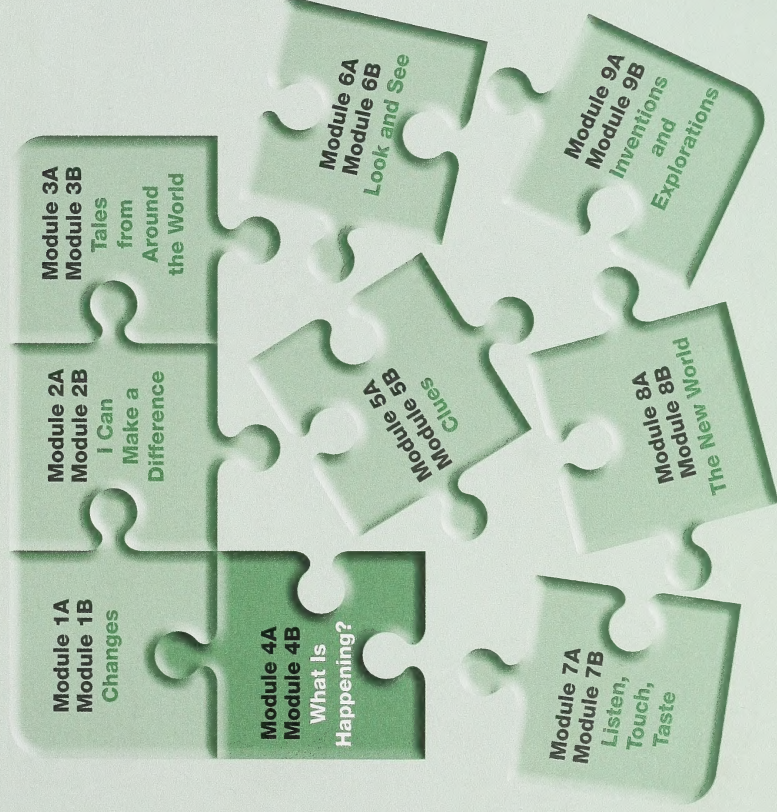
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Welcome!

Grade Three Thematic Module 4A

There are nine modules in this course. You should work through the modules in order because the things you learn in one module will be used later in other modules.



Module 1A contains general information about the course components, additional resources, icons, assessment, and strategies for completing your work. If you do not have access to Module 1A, contact your teacher to obtain this important information.

Welcome!

Things to Remember

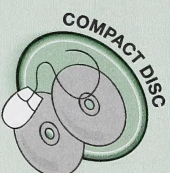
Each of these small pictures is called an icon. Every time you see an icon, you will stop and follow some directions.

Look at each icon. Read to find out what each icon tells you to do.

When you begin each day, look at the icons in the day's lessons. They will help you get ready for your work.



Go to your Assignment Booklet.



Go to your audio or multimedia CD.



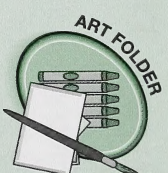
Take something out of your Course Container.



Go to the Phonics book.



Use technology to help do a task.



Put your work in the Art Folder.



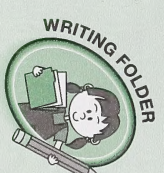
Take out your Collections book.



Go to Grade Three Mathematics.



Do a physical activity.



Put your work in the Writing Folder.

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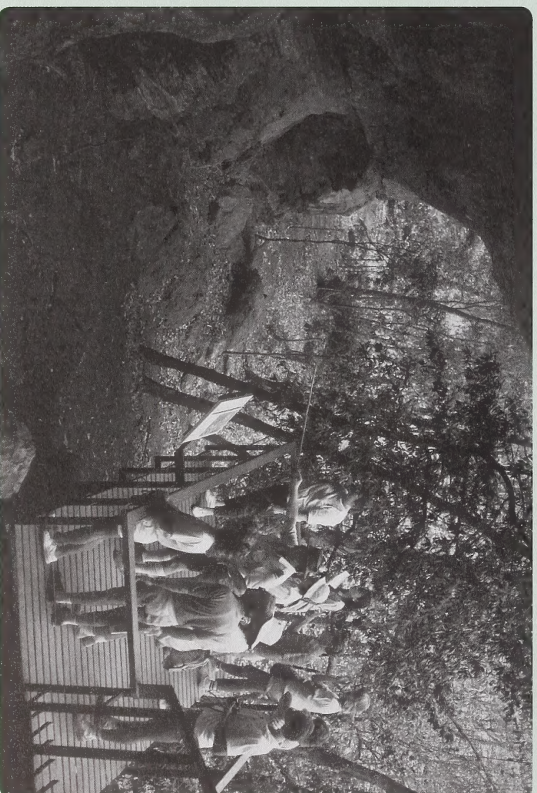


Module Overview

You have learned many things about the world in the last few months. You know how to care for animals and the environment. You learned about some other countries and the stories the people of the world tell. Now it's time to find out what is happening under the surface of the Earth.

Prepare to travel on a journey of wonder and discovery! You will explore caves and caverns and discover treasures from the Earth. You will visit a fiery volcano and the land of the Inuit.

Are you ready to begin your journey?



What You Will Need

You will need the materials in your Course Container. Also collect the books and materials listed below and keep them in your work area. For Module 4A, you will need

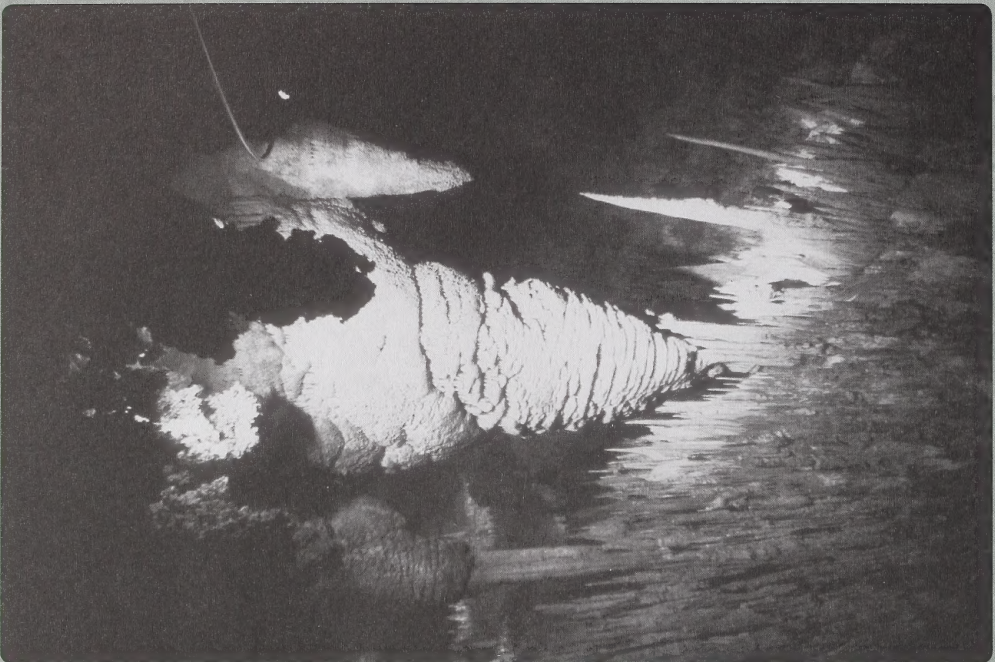
- Module 4A Student Module Booklet
- Module 4A Assignment Booklet
- Writing Folder
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- beginner's classroom atlas
- *Collections: Beneath the Surface*
- *Hide and Sneak*, Michael Arvaarluk Kusugak
- Art Folder
- interlined notebook or paper for handwriting
- paint brushes, poster paints, watercolour paints
- modelling clay
- camera and film
- crystal garden ingredients: ammonia, charcoal, laundry bluing, salt or sugar, hot water, two clean jars, thin string (dental floss), craft stick or pencil
- rock samples numbered 1 to 7
- science materials: foam trays like the kind used for baked goods, emery file, flashlight, magnifying glass, nail, toothpicks, unglazed porcelain tile
- materials for model volcano: soil or sand; plastic drinking cup; aluminium pie plate; modelling clay; clean, empty eggshell half; vinegar; red food colouring; baking soda



Day 1

“Caves and Caverns”

One way people learn what is happening under the Earth's surface is by exploring caves and caverns. In today's journey you will learn about some different kinds of caves and find out how they are formed.



Getting Started

What do you know about **caves** and **caverns**? Have you ever been in a cave? What do you think it would be like to explore a cavern? What would you like to know about caves? Tell your home instructor what you know and what you would like to find out.

Your home instructor will tell you the story of one cave.

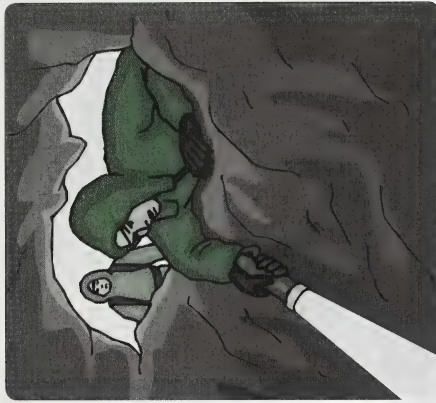
Beneath the Surface



Take out your new book, *Beneath the Surface*.

Look at the picture on the cover.

1. What surface is the diver beneath?



Discuss your student's knowledge of caves and what he or she would like to find out. Write the information on a K-W-L chart. See the Home Instructor's Guide for more instructions.

Read the introductory story in the Home Instructor's Guide.

cave: a hollow space underground

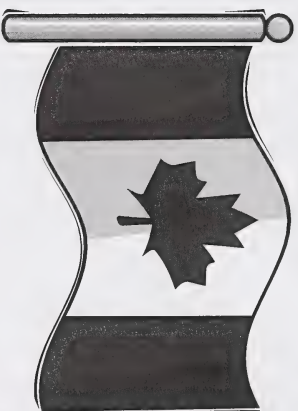
cavern: a large cave

Your student will discuss the stories that look interesting.

Glance through the book. Look at the Contents pages, the stories, and the pictures. What looks interesting to you? Tell your home instructor which stories you think will be most interesting.

Turn to the Contents pages. Look at the symbols in front of the selections.

2. The symbol for a Canadian selection is _____.
3. The symbol for a student writer is _____.



Write the titles of the Canadian selections that are described below.

4. The title of the poem by a Canadian student author is _____.
5. The title of a Canadian song is _____.
6. The title of a Canadian photo essay is _____.

"Caves and Caverns"

On the cover of your new book, you saw a diver beneath the surface of the ocean. What might you find beneath the surface of the Earth? Caves, of course!

Caves are found all over the world. Some are made of rock. Some are made of ice. Some are even made of coral.



Look back at the Contents pages in *Beneath the Surface*. Find the non-fiction article "Caves and Caverns."

7. "Caves and Caverns" begins on page _____.



You will learn many new facts about caves in this non-fiction article. Reading for new information is different from reading to enjoy a story. You may need to reread sentences, look up words, or ask for help if you do not understand the ideas.

After you read each page, you will stop and discuss what you learned with your home instructor. Your home instructor will add the new information to the K-W-L chart you began earlier today.

The student will read pages 31 and 32 of "Caves and Caverns" today. As the student discusses the facts that were discovered on each page, write simple two- or three-word notes on the K-W-L chart in the "What I Learned" column.

Read page 31 silently or aloud. Tell your home instructor what facts you learned about caves.

Finish the sentences.

8. Dark hollow places under the surface of the Earth are called _____.
9. Another name for caves is _____.
10. Caves are different sizes. Some are _____ and some are _____.

Understanding the illustrations, photographs, and diagrams in non-fiction articles can help you gather information too. Look at the illustrations on page 31.

In the story you heard earlier, you found out that the cave artist from long ago used a burning torch to light the cave walls.

11. What are the people in the illustration using to light their way?



Cave entrances are not like doors. Some entrances are very narrow. Some entrances are very low.

12. Look at the girl in the picture. She is probably crawling on her knees because _____.

Read page 32 silently or aloud. Reread any parts you don't understand.

Were there any words you didn't understand? Write them below.

Ask your home instructor what these words mean. Reread page 32. Does it make sense now?

Tell your home instructor what new information you got from this page. Also look at the illustrations for information.

Finish the sentences.

13. Caves can be _____ of years old.

14. Sea caves are made when _____.

15. Lava caves are made when _____.

16. Ice caves are made when _____.

You will finish the rest of the article on Day 2.

Module 4A: What Is Happening?

Assist the student in defining any words he or she had difficulty with.

Add any new information the student has discovered to the K-W-L chart.

Guide Words

When you are reading non-fiction articles, you may come across words you don't understand. You may have heard some unfamiliar words in the story your home instructor read earlier.

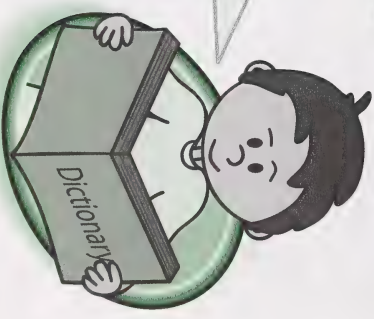
You can use your dictionary to help you understand unfamiliar words. Being able to look up words quickly is an important skill.

Do you remember how to use guide words? Tell your home instructor.



I remember that guide words are the words at the top of a dictionary page. They tell the first and the last word that can be found on that page.

I'm looking for stalagmite. I flip to the page that shows the guide words skin and slam. I look at the first two letters of the words and can easily see that st isn't between sk and sl. I'll have to keep going.



Take out your dictionary. Find the word stalagmite in the dictionary. Use the guide words to help you.

17. Copy the guide words from the top of the page where you found stalagmite.

They are _____ and _____.

Write the meaning.

18. A stalagmite is _____
_____.



Find the word stalactite in the dictionary. Use the guide words to help you.

19. Copy the guide words from the top of the page where you found stalactite.

They are _____ and _____.

Write the meaning.

20. A stalactite is _____
_____.

Refer to the Home Instructor's Guide for spelling words and procedures.

Spelling

Your home instructor will read some words aloud. You will write them in your Assignment Booklet.

Listen to each word as your home instructor says it. Think about which letters make the sounds you hear in the word.

Write each word carefully.



Go to Assignment Booklet 4A. Do Assignment 1: Spelling Pre-test.

Phonics

You have read and spelled words with long and short vowel sounds.

Read the words below. Listen for the vowel sound at the beginning of each word.

Alberta	unicorn	impress	otter	eagle
ancient	ice	oats	uncle	engine

21. Find the word that begins with each sound and print it on the line.

short a _____ long a _____

short e _____ long e _____

short i _____ long i _____

short o _____ long o _____

short u _____ long u _____

Sometimes vowels make a sound that is not long or short. When vowels are followed by an *r*, the vowel sound is different.

Read the following words:



turtle



bird



winter

Tell your home instructor what sound these vowels make when they are combined with an *r*.

When a vowel is followed by an *r*, it is called an **r-controlled vowel**. It might help you to think of it as a bossy *r*.

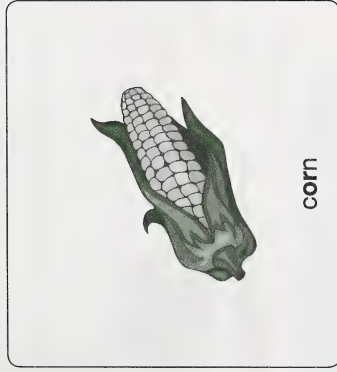
Your student will tell you what sound the vowels and *r* are making in these words. The student should notice that each of the three vowels is making a sound that is different from the usual long or short vowel sounds.

r-controlled vowel: a vowel followed by an *r*
The *r* after the vowel makes the vowel have a different sound from the usual long or short vowel sound.

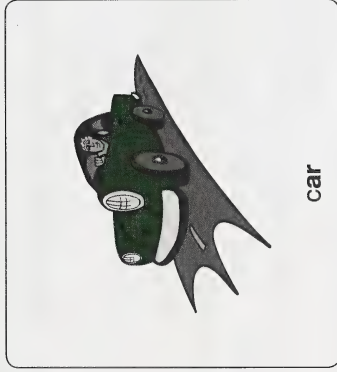


"You vowels better listen up! You'll be making a different sound when I come after you!"

Read the words below. Think about the sound that is made when the r controls the a and the o.



corn



car

Your new spelling words have r-controlled vowels.

water **verse** **order** **part** **hard** **morning** **dirt**

22. Write the words that have the same vowel sound as corn.

23. Write the words that have the same vowel sound as car.

Handwriting

On Day 18 of Module 3, you had a chance to look at some handwritten letters and to judge them. You also wrote your own letters and judged them.

As you are learning handwriting, you should look carefully at your letters each time you practise.

When you look at your letters, you need to think about the following things:

- Are the letters formed correctly? Compare your letters with the ones on the Cursive Handwriting Alphabet Chart.
- Are all the letters slanting in the same direction? Look at the downstrokes on the letters. They should all slant in the same direction.
- Are the letters the same size? Be sure each letter is the correct height. Short letters should touch the interline. Lower loops should drop below the line about half a space or to the interline below.
- Are the spaces between the letters and words the same? Your writing won't look very nice if some letters or words are all crammed together and others are all spread out. Try to write so the same spacing is used between words. The letters in words should also be evenly spaced.





Take out your interlined notebook or interlined paper.

Write the following phrases in your notebook or on your paper. Write them in handwriting. Try to space them carefully.

a quick fox a red wheel the pretty dress



a quick fox

Now look back at your phrases. Check for all the things you learned about today. What do you need to practise?



Go to Grade Three Mathematics.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Discuss with the student areas where his or her handwriting could be improved. The student will be reviewing and setting goals later today. You may want to include a cursive writing goal.

If possible, display a selection of non-fiction books about caves and caverns for the student to examine.

Do not let the student use the labelled sample rocks that you have prepared. They will be used in later activities. The student will need a selection of common rocks for this activity.

If it is winter and the student is unable to collect rocks, use rocks that were gathered earlier, borrow rocks, buy rocks at a nature store, or visit (with permission, of course) a gravel pit where workers have recently removed rocks or gravel.

Rock Collecting

Do you save pretty pebbles or shiny rocks? You will be studying rocks and learning more about the Earth over the next few weeks. You will need a collection of rocks to sort and use for experiments. You will have a chance to collect some rocks today. If you already have a rock collection, you may use those rocks instead.

You will go on a walk or field trip with your home instructor to gather a variety of rocks. Look for rocks with these characteristics:

- shiny
- rough
- smooth
- different colours
- dull
- different shapes
- different sizes



Sorting Rocks

You can learn a lot about rocks by examining them carefully. Do you remember how you sorted animals by their characteristics? You can sort rocks in much the same way.

Today you will sort your rocks by colour. Place your rocks on a sheet of white paper.

- Think about the main colour of each rock.
- Sort the rocks into groups that are the same colour.
- Make a small label for each group. Write the main colour of the rock group on the label. Labels such as speckled or striped or striped may also tell about the appearance of rocks.
- Show your home instructor.



Put your rocks in a plastic container or plastic bag. Place the rocks in your Course Container. You will need them again on Day 2.



Foam trays make good sorting trays. The student can place the different groups of rocks on different trays and place the label beside the tray.

Check your student's sorted and labelled rocks.

Looking Back at Your Goals

At the beginning of this course, you wrote four goals that you and your home instructor have for this year.

Take some time to look back at Assignment 2 in Assignment Booklet 1A. Look at the goals that you wrote about. You will discuss your progress with your teacher. You can set some new goals too.



Go to Assignment Booklet 4A. Do Assignment 2: Goals.

Story Time

Are you beginning a new story or book today? Find a favourite spot, relax, and enjoy the story.



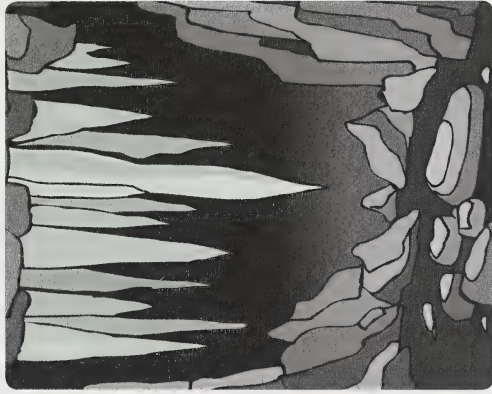
Your student may enjoy hearing some non-fiction books or articles about caves or rock collections. Check the Additional Resources section of the Home Instructor's Guide for suggestions.

Looking Back

Are you excited about beginning a new module?
Do you think it will be interesting to learn about
caves, volcanoes, and rocks?

Did you manage to gather a variety of rocks for
your collection? Which rock is your favourite?

Journal Entry



The student may respond to the
questions or write about any topic
that relates to the day's lessons.

Glossary

cave: a hollow space underground

cavern: a large cave

r-controlled vowel: a vowel followed by an r

The r after the vowel makes the vowel have a different sound from the usual long or short vowel sound.

stalactite: a hanging icicle-shaped formation on the roof of a cave, formed by dripping water that contains lime

stalagmite: a cone-shaped formation on the floor of a cave, formed by water dripping from above

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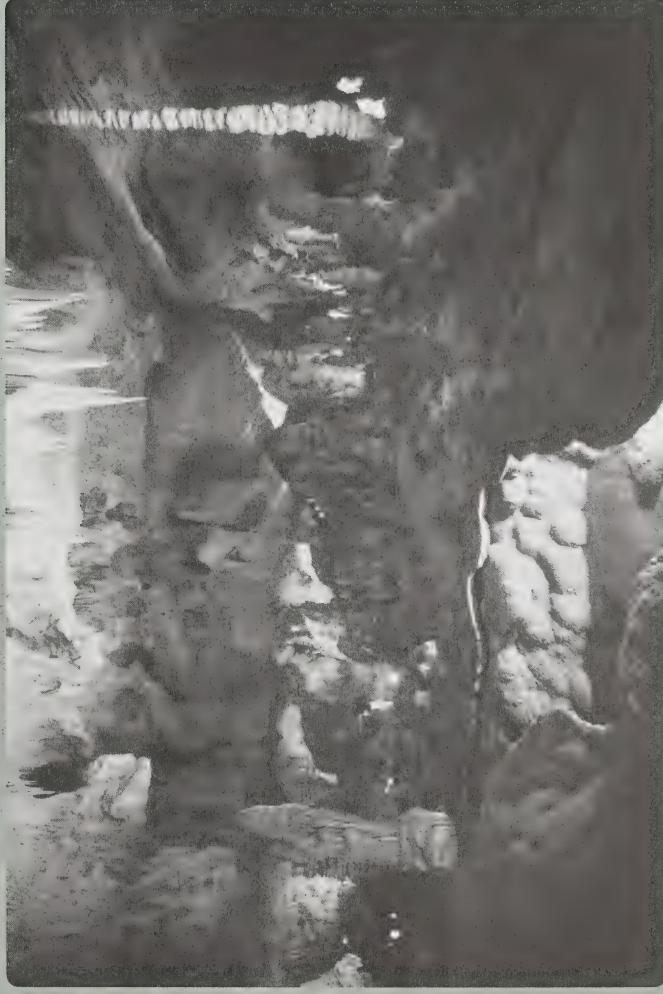
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Day 2

Stalactites and Stalagmites

Learn more about caves and how they are formed in today's lesson. You will find out about cave formations, visit a cave on an imaginary bear hunt, and classify your rocks a different way.



The student will tell you how stalagmites and stalactites differ.

Getting Started

You found the definition of the words stalagmite and stalactite on Day 1. Tell your home instructor how the two are different.

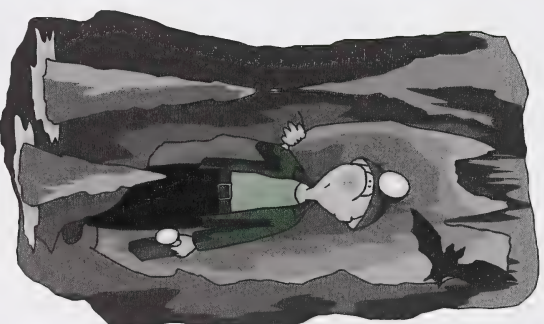
Read the poems below.

Stalagmites

Cone-shaped stalagmites

Sitting on a cold cave floor

Dressed in white lime.



Stalactites

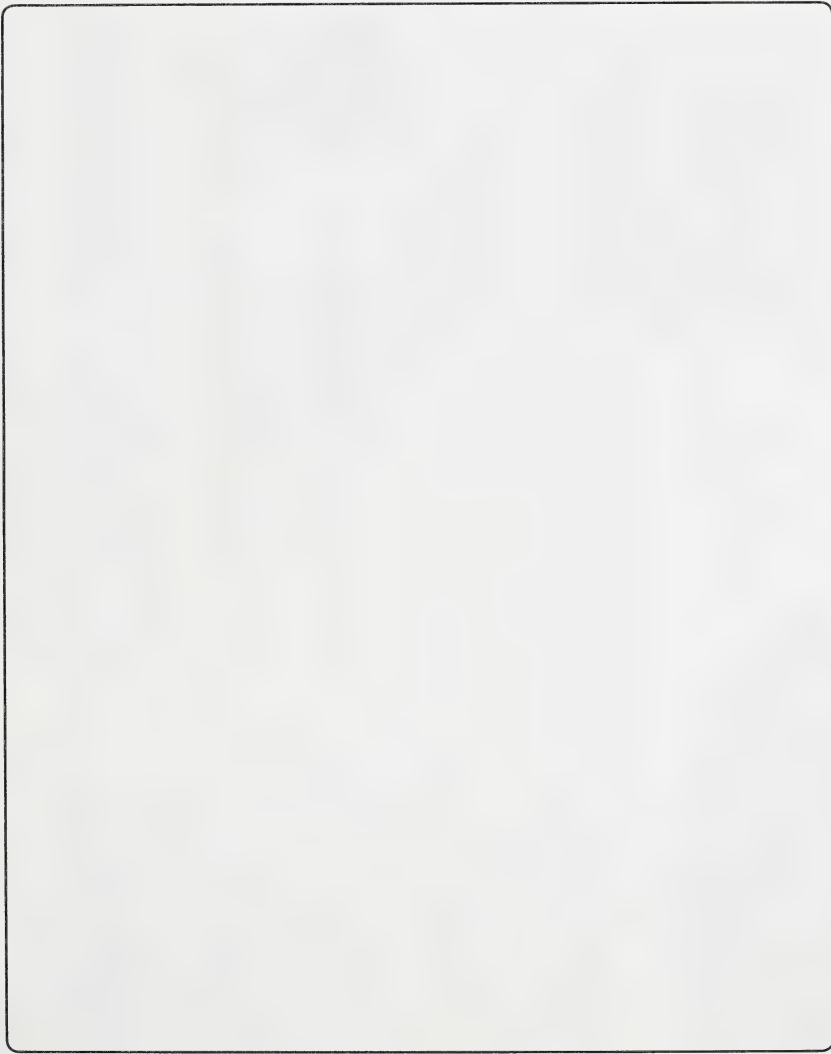
Icicle-shaped stalactites

Hanging from the ceiling

Shiny and delicate.

1. What are the poems about? _____
2. Which adjective tells about stalagmites? _____
3. How are the stalagmites dressed? _____
4. What three adjectives describe stalactites? _____

5. Draw a picture of a cave. Show some stalagmites and stalactites. Label them to show which is which.



6. Write two adjectives to describe stalagmites and stalactites.

“Caves and Caverns”

7. Which do you think is bigger, a cave or a cavern? _____

Take out your dictionary. Look up cave and cavern. They will be close together in the dictionary.

8. A big cave is called a _____.



Take out *Beneath the Surface*.

Find the article “Caves and Caverns.”

On Day 1 you learned how ocean caves, ice caves, and lava caves were formed. Look back at your K-W-L chart from Day 1. Read the notes your home instructor wrote and discuss what you learned about each type of cave.

Read page 33. Find out how limestone caves are formed. If you don’t understand the ideas, read it again or ask your home instructor to explain. The illustrations can help you too.

Tell your home instructor what you learned about caves on this page. Your home instructor will add the information to your K-W-L chart.



Review the notes on the K-W-L chart that the student began on Day 1.

The formation of limestone caves may be a difficult concept for your student. Explain the concept of carbon dioxide mixing with water to form carbonic acid and how it dissolves the limestone to form caves.

After the student completes the page, add the new information to the K-W-L chart.

9. Match each cave with its characteristics by drawing a line.

ice cave

- Rainwater and carbon dioxide form acid that eats away the softer rocks.

limestone cave

- Water makes tunnels under glaciers or ice coats a rock cave.

sea cave

- Hot lava runs under hardened lava, then flows away, leaving a cave.

lava cave

- Waves grind away softer rocks.

Imagine being inside a large limestone cave. The drops of carbonic acid and water have eaten away the soft limestone rock. The water still drips, runs, and splashes in the cave.

Read pages 34 and 35 to find out what happens inside a limestone cave. Tell your home instructor what you learned.

Look at the illustration at the bottom of pages 34 and 35. The words in capital letters tell you the names of cave formations and features.



Note any new information on the chart.

10. Use the illustration on pages 34 and 35 to help name each formation or feature.

Rippling walls are called _____.

A border around a pool is called _____.

An opening in the ground to a cave is called a _____.

A formation that grows sideways is called a _____.

Coated sand grains that form small balls are called

_____.

An opening between two chambers is called a _____.



Cave formations can be very beautiful and strange. Look through a book with photographs of cave formations.

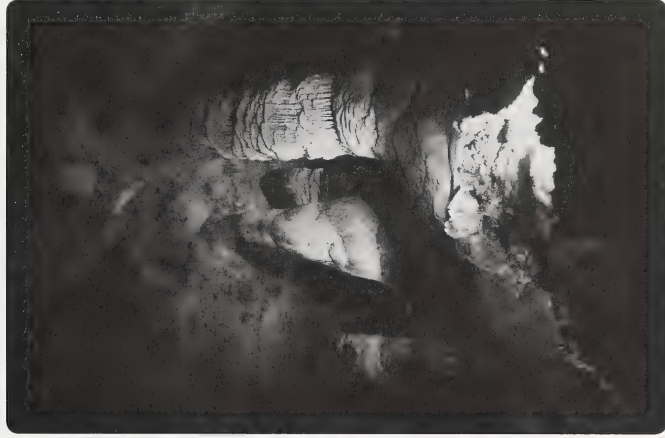


Find some cave formations on the Internet. Look for information that answers the questions you had about caves.

What have you learned about caves? Have you found the answers to the questions you asked about caves on Day 1? Use the notes from your K-W-L chart to help you write a short article in your Assignment Booklet.



Go to Assignment Booklet 4A. Do Assignment 3: Caves and Caverns.



See the Home Instructor's Guide for titles of non-fiction books.

Alternatively, your student can go on a virtual cave tour or search for photographs using the keywords *cave formations*.

Encourage the student to search for the answers to any questions that were posed in the second column of the K-W-L chart.

Show the student which words were spelled incorrectly and help him or her spell them correctly.

Help your student choose three challenge words to practise. Challenge words may be theme words, words that the student would like to learn, or words the student is spelling incorrectly in written work. See the Home Instructor's Guide for suggested thematic words.

Spelling

Find your Spelling Pre-test from Day 1, Assignment 1. On the lines below, write any words that you spelled incorrectly. Ask your home instructor to help you spell them correctly.

Your home instructor will help you choose three challenge words. Write them too.



Take out your Writing Dictionary.

Write all the spelling words from the Day 1 spelling pre-test in your dictionary. The words are

water	part	morning
verse	hard	dirt
order		

Put each word on the page with its beginning letter. Add your challenge words to the Writing Dictionary too.

Remember, you can use your Writing Dictionary to help you spell words as you write. Add any words that you find difficult to spell to your Writing Dictionary.

Phonics

You learned about the sounds of r-controlled vowels on Day 1. You found out that ir, er, and ur are examples of r-controlled vowels.

11. Circle all the words that have the same sound as ir in dirt.

curl	garbage	perky	turn	bigger	carpet
twirl	thorn	fur	girl	third	flower



Go to your Phonics book to do some more work with r-controlled vowels. Follow the instructions and complete pages 79 and 80.



D d
dress
dirt

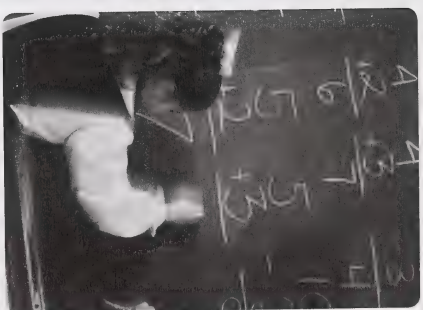
Encourage the student to use the Writing Dictionary to compile words that he or she often misspells.

Handwriting

When you began school, you learned how to print all the numerals.

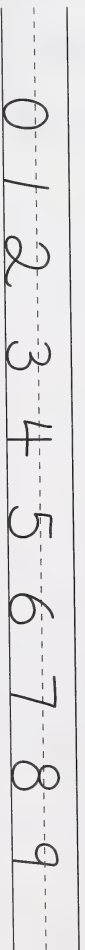
Write the numerals from 1 to 10 on the chalkboard or whiteboard.

Now compare your numerals to the numerals on your Cursive Handwriting Alphabet Chart. Are your numerals exactly like the ones on the chart? What is different?



Help the student compare each numeral on the Cursive Handwriting Alphabet Chart to those that were written on the chalkboard or whiteboard.

Did you notice that the numerals on the handwriting chart have a slight slant? When you are writing numerals in handwriting, they should have the same slant as the downstrokes on the letters. You may have also noticed the numeral 2 has a loop.



Take out your interlined notebook or interlined paper.

Write each of the numerals five times on your paper or in your notebook. Do you need extra practice with any of them?

Encourage the student to look back and evaluate the formation, spacing, and slant of the numerals. Encourage the student to do a few more practice numerals if necessary.



Go to Grade Three Mathematics.



Have you ever played a game about going on a bear hunt? Your home instructor will teach you the words and actions to a chant about a bear hunt.



See the Home Instructor's Guide for a version of the "Bear Hunt" chant.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Lustre

Do you remember the story about the "Finding Princess"? She found a lustrous shell. You found out what lustrous or lustre meant by looking for the word in the dictionary.

12. Lustre means _____.



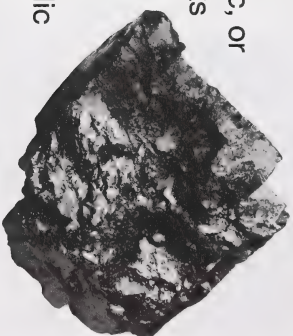
Take out your collection of rocks, some foam trays like those used for baked goods, a magnifying glass, and a flashlight.

Today you will examine your rocks for lustre. Lustrous rocks are shiny. They may have **metallic** flecks, or they may look like glass.

metallic: like a metal; hard and shiny like a metal

- Look at each rock carefully. Put all the shiny, metallic, or glassy rocks on one tray. Put all the dull, earthy rocks on another tray.

- Now look at each group again with your magnifying glass. Can you find any more shiny, glassy, or metallic rocks? Do some rocks have shiny specks?



- Take your rocks into a dark room. Shine the flashlight on each rock. Do some rocks sparkle in the light or reflect light well? Move them to the lustrous group.

- Make two labels—lustrous and dull. Place each label by the correct group.

- Show your home instructor.

- Put your rocks back into your Course Container. You will use them again on Day 3.

Check your student's sorted and labelled rocks.

Geologists

Geologists are scientists who study rocks and minerals. They know that each rock carries a history. Geologists can tell how rocks were formed and where they came from by looking at them.

When you look at rocks and sort them, you are learning skills that geologists use every day.

13. Geologists are scientists who study _____.



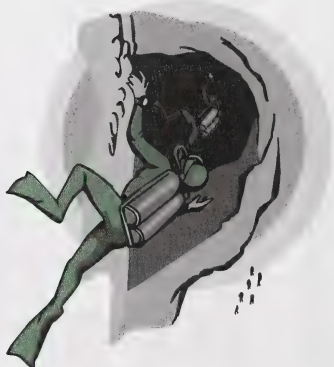
Story Time

Find a comfortable spot. Enjoy the story, book, or article that your home instructor will read to you.

geologist: a scientist who studies the Earth's crust, the rocks and minerals that make up its different layers, and their history

Looking Back

Did you see lots of beautiful cave formations?
Which type of formation do you think is most
beautiful? Do you think you would like to explore
caves?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

geologist: a scientist who studies the Earth's crust, the rocks and minerals that make up its different layers, and their history

metallic: like a metal; hard and shiny like a metal

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Day 3

Rocks and Stones

Have you ever had soup made from a stone? You will use rhyming words to complete a chant based on a folk tale called "Stone Soup." You will learn about different types of sentences today, talk about wants and needs, and sort your rocks again. Are you ready to begin?



Getting Started

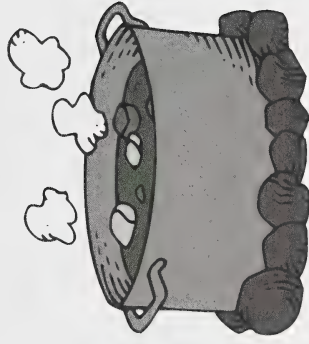
Do you think you would like to eat soup made from a stone? Listen to the retelling of the story “Stone Soup.”

“Stone Soup”

There are many different versions of this story, but there is always a stone in the soup!

You are going to add rhyming words to the following chant to make up your own version of the story. It is based on the “Three Bears” rhyme you read in Module 3.

Remember, rhyming words sound the same at the end of the words. The endings are not always spelled the same, though.



Read a retelling of “Stone Soup.”
You can find it in the Home
Instructor’s Guide.

The student may need to read the whole sentence before figuring out which word makes sense.

1. Fill in the missing words. The missing word in each line will rhyme with the word written in dark letters. Be sure the sentence makes sense!

Once upon a _____, in a folk tale **rhyme**,

there was a young man. (*clap, clap, clap, clap*)

He was tired, he was **cold**, and he wasn't very _____.

He was a young man. (*clap, clap, clap, clap*)

He was walking through the woods.

"I'd like to have some food," he said, he said.

Then he saw a shining _____.

In the darkness it was **bright**.

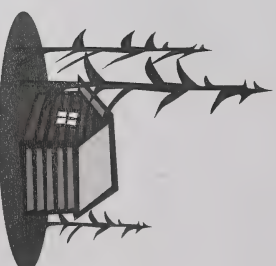
"I'll have supper yet tonight," he said, he said.

But his entrance was **blocked**

when upon the door he _____ (*knock, knock*)

by the woman who was **there**.

She hid the food under the _____. (*knock, knock*)



So he took out the stone he **brought**

and he asked her for a _____.

“We’ll have some soup tonight,” he **thought**.

It will fill the hollow _____.

Add some water and a **bone**! Stone soup! Stone soup!

He made soup from a _____! Stone soup! Stone soup!

On potatoes and barley, then we’ll **dine**. Stone soup! Stone soup!

A soup that’s oh so _____. Stone soup! Stone soup!

(*Speak in a deep voice.*) “Thank you, kind lady, for such a great time!” said the young man, said the young man.

(*Speak in a grumpy voice.*) “Oh, the pleasure, it was mine!” said the woman, said the woman.

(*Speak in a happy, surprised voice.*) “Oh, the pleasure, it was _____! because the soup, it was **divine**! Stone Soup! Yeah!



Read the rhyme aloud to your home instructor and do the actions. Wasn't it fine to tell a folk tale in rhyme! Oh yeah!

Module 4A: What Is Happening?

Types of Sentences

You have learned about how nouns, verbs, and adjectives go together to make a sentence. Did you know that there are different types of sentences?

A **telling sentence** describes something or tells about something. It ends with a period.

The man made soup.

An **asking sentence** asks a question. It ends with a question mark.

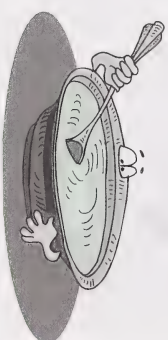
Can you make soup?

A sentence that gives an order or makes a request is called a **commanding sentence**. It ends with an exclamation mark or a period.

Make the soup now!

A sentence that shows strong feelings, such as surprise, fear, anger, or excitement, is called an **exclaiming sentence**. It ends with an exclamation mark.

That is good soup!



2. Read each sentence. Name the type of sentence.

exclaiming commanding asking telling

I like stone soup. _____

Do you like soup? _____

Give me some soup. _____

Ow, I burned my tongue! _____

Where are the crackers? _____

The potatoes are tasty. _____

It's all gone! _____

Spelling

Look back to the Day 2 spelling activity. Look at each word on the list that you wrote. Think about the correct spelling for each word. When you are ready, put away your word list.

Today you will write sentences with the words from your spelling pre-test.

Dictate the spelling sentences. Refer to the Home Instructor's Guide for the sentences and for more information. Your student will self-correct each sentence as you write it on the chalkboard or whiteboard.

Sentence Dictation Steps

Follow these steps when you write your sentences:

- Listen as your home instructor reads each sentence.
- Start each sentence with a capital letter and end the sentence with a punctuation mark.
- Use a ruler to underline each spelling word.
- Compare your sentence to the one your home instructor writes on the board and make any necessary corrections.

Write your sentences on the lines.



Phonics



Go to your Phonics book to do some more work with r-controlled vowels.
Follow the instructions and complete page 81.

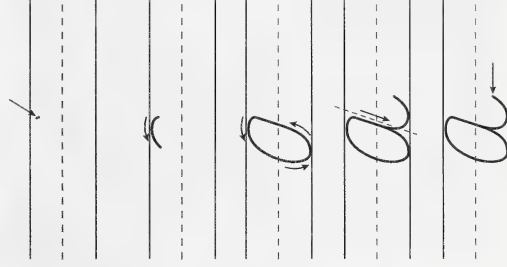
Handwriting

Now you are ready to begin learning how to write the capital or uppercase letters. You will practise the capital letter A today.

Use left ovals to make the bird and nest on the chalkboard or whiteboard. Make some push-and-pull strokes to colour in the nest.

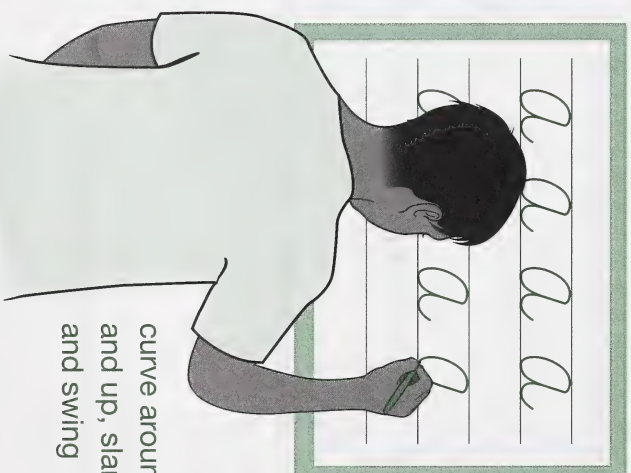


- The letter A begins just below the top line.
Make sure that you start in the correct place.
- The curve goes up from the starting point to the top line and around to the left.
- The curve goes around to close the gap.
- Go back down to make the downstroke.
The downstroke is on the slant.
- The tail swings about halfway to the interline.



Demonstrate how to form the letter A on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for the correct formation of the letter.

Your home instructor will show you how to write the letter. Then you can try writing it on the chalkboard or whiteboard. As you write, try chanting the strokes below.



Keep practising until you can make a very good A in handwriting.



Take out your interlined notebook or interlined paper.

Get ready to try some A's on your paper. Think about your paper and pencil position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter A goes to the top of the space.

a a a

Practise at least two rows of A's on your paper or in your notebook. Remember to try chanting the strokes as you write.

Now try writing a sentence with some A words. Remember to space the letters and words correctly. Write the sentence on your paper or in your notebook.

Ann lives in Alberta.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Check the student's posture, paper position, and pencil grip.

Monitor the student as he or she attempts to write the letter. Watch for correct formation and consistent slant.

Silent Reading

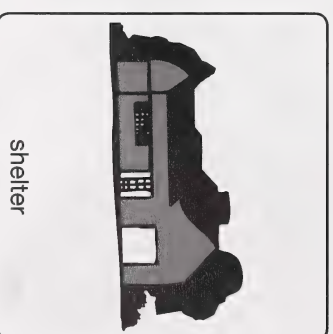
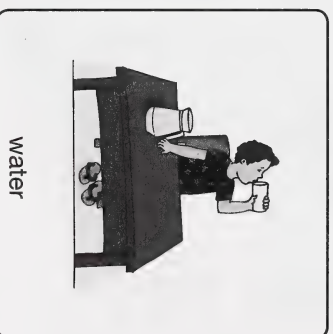
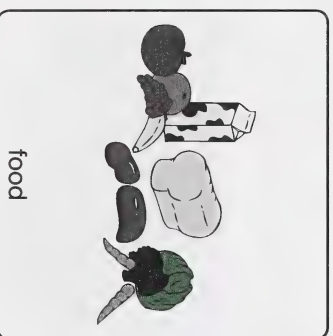
Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Needs and Wants

You know that people have needs. You learned about the needs of animals too.

3. Needs are things that people and animals must have to _____.

People and animals need healthy food, clean water, and shelter.



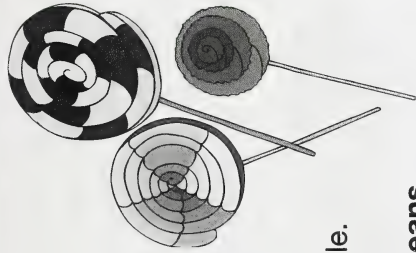
Wants are things that people would like to have, but they are not really necessary. People can go on living without these things.

You know that your body needs food from the four food groups to stay healthy.

4. Does your body need candy and other junk food?

5. Which of the following things are wants and which are needs?

Write each word or phrase under the correct heading in the table.



bread a tree house lollipops designer jeans

a warm coat in winter a home to live in pretty jewellery milk

Wants	Needs

In communities, people work together to provide for the wants and needs of everyone.

If the people of one community have more wood for building houses than they need, they can sell some to people in another community.

If the people in one community grow more vegetables than they need, they can sell some to people in another community or trade them for something they need.



Communities and countries trade or sell extra goods to other communities or countries. Sometimes they give extra goods to those who need them. In this way, everyone can get what they need.

More Rocks and Stones

There are many different ways to classify or sort rocks. You have sorted by colour and lustre.

Rocks and stones also come in many different sizes. Did you know that grains of sand are just tiny rocks? Pebbles are small stones. The man in the story “Stone Soup” used a rock that fit in his pocket.

Rocks can also be huge. Some boulders might be as big as your house!





Take out your rocks, foam trays, and some scrap paper to make labels.

Look for your largest rock. Describe it below.

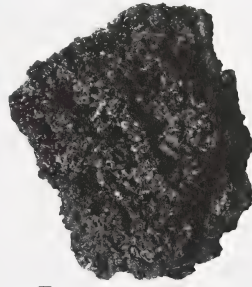
6. My largest rock is _____.

Find your smallest rock. Describe it below.

7. My smallest rock is _____.

How did you describe your rocks? Did you tell about the colour and lustre? Did you tell about how the rocks felt?

You can sort your rocks by texture too. Rocks can be smooth or rough. They can have large bumps or a tiny, raised grain like sandpaper. They can have layers and be uneven.



Sort your rocks by texture. Put the groups on trays and write a label for each group you made.

Show your groups to your home instructor. Put your rocks back in your Course Container when you are done.

If necessary, remind your student that texture tells how something feels.

Check your student's rock classifications. Did the student sort the rocks and label them accurately? Did the student merely sort smooth and rough, or did he or she make finer distinctions?

Story Time

Find a comfortable spot. Enjoy the story, chapter book, or article that your home instructor will read to you.

Looking Back

Do you understand how communities and countries share goods by selling or trading them?

What was your favourite activity today?



I liked the story
"Stone Soup."

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

asking sentence: a sentence that asks a question
It ends in a question mark.

commanding sentence: a sentence that makes a request or gives an order
It ends in a period or exclamation mark.

exclaiming sentence: a sentence that shows strong feelings, such as surprise, fear, anger, or excitement
It ends in a period or exclamation mark.

telling sentence: a sentence that tells about something or describes a subject
It ends in a period.

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Day 4

Treasures from the Earth

Did you know that many valuable things come from below the surface of the Earth?

You will learn about the Klondike Gold Rush and the people who searched for gold. You will discover other treasures from the Earth too. A busy day filled with surprises awaits you!



Getting Started

What kinds of valuable things come from under the surface of the Earth? Think of as many things as you can. Your home instructor will write them down for you.

The Klondike Gold Rush

Did you put gold on your list? Gold is a precious **metal** that can be found above and below the surface of the Earth.

When your great-great-grandma was young, gold was found in the Yukon on the Klondike River. That discovery led to the famous Klondike Gold Rush.

Many people dreamed of finding gold and becoming rich. People from all over the world set out on a journey to the Yukon.

Take out your atlas. Find a map of Canada. Find Yukon.

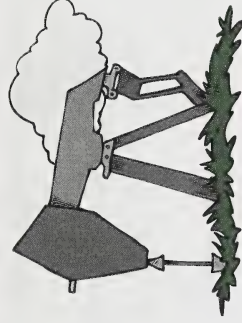
Circle the correct answer.

1. Yukon is in **northern Canada** **the United States** **southern Canada**.

Think about what northern Canada was like more than 100 years ago. There were no airplanes or trains, and there were very few roads. Not many people lived in the Yukon at that time.

The small communities of Dene and Inuit people were about to be joined by huge numbers of people from the south.

Module 4A: What Is Happening?



The student will brainstorm and tell you valuable things that come from the Earth. Write the list of ideas on the chalkboard or whiteboard. After the student has thought of as many things as he or she can, add some of your own ideas.

metal: a substance that is usually hard and shiny when solid

Circle the correct answer.

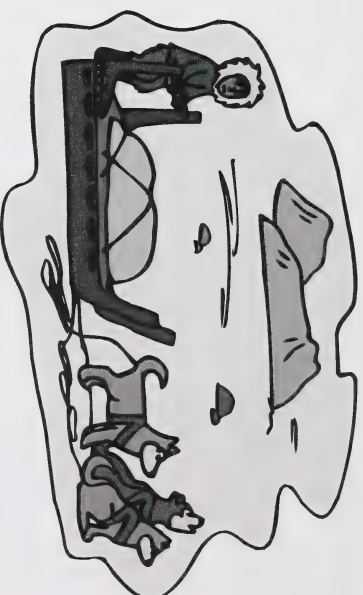
2. Long ago, the journey to the Yukon would have been

hard and dangerous

easy and fun

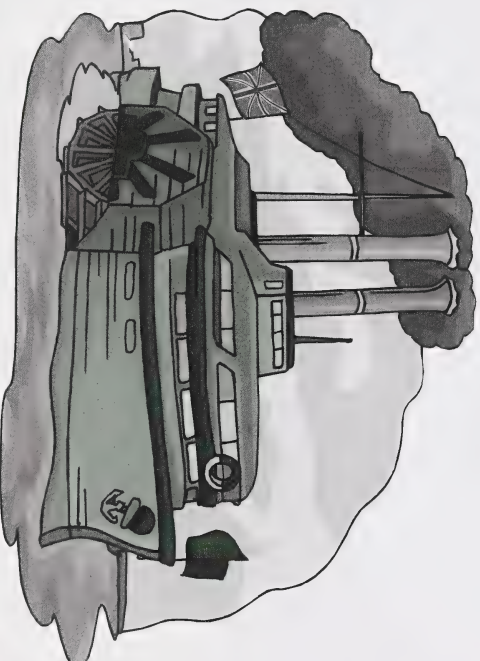
quick and simple

Even though it was a long, dangerous journey, many people headed for the Yukon. They loaded wagons with basic needs, such as food, tents, and tools. They harnessed their strongest horses or donkeys and set out across Canada.



If you have a non-fiction book or article about the Klondike Gold Rush, read it to your student or look at some photographs and illustrations. If not, discuss some of the hardships the prospectors would have faced and how long it would have taken to travel across Canada or the United States on horses.

prospector: a person who searches for valuable minerals, such as gold



People from the United States and other parts of the world made their way to Seattle or Vancouver. They sailed on steamships up the coast of Canada to Alaska. From Alaska, they made their way to the Yukon.

The people who search for gold or other valuable minerals are called **prospectors**.

A Gold Rush Time Line

You may have worked with time lines before. A time line is a type of diagram that shows the order of events.

Find the Gold Rush Time Line in the Appendix of this Student Module Booklet. Carefully remove it from the book.

Look at the time line.

3. In which year did Canada become a country? _____
4. In which year did the Klondike Gold Rush begin? _____

On the time line, in the white part of the large arrow, write 1900 to Now.

1867 and 1898 are marked with arrows. Now you will add some important family dates to the time line. Add your own arrows to show the following dates:

- Write your grandma or grandpa's name and the year she or he was born.
- Write your mom or dad's name and the year she or he was born.
- Write your name and the date you were born.



Put your time line in your Writing Folder or post it in your work area.

Module 4A: What Is Happening?

If you have the recommended atlas, *The Beginner's Classroom Atlas of Canada and the World*, turn to pages 16 and 17 and discuss the time line, "An Historical Look at Canada," shown on that page.

Help your student add the dates in the correct order.



“Klondike”



Take out *Beneath the Surface*.

Look on the Contents pages.
Find the song “Klondike.”

5. It is on page _____.

Turn to that page.



Discuss what a prospector's life would have been like.

chorus: the part of a song that repeats after each verse

Look at the illustrations. While most of the people who headed north were men, there were women who also went north. Some women staked claims. What do you think it would be like to be a gold prospector? Tell your home instructor.

Look at the words to the song on page 66. The song is written in verses like a poem. Songs, like poems, often rhyme.

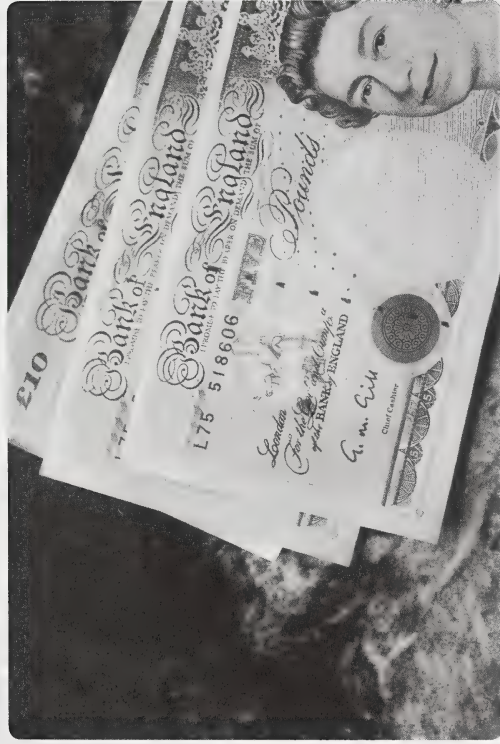
The **chorus** of a song is the part that is repeated after each verse.

On page 67, the words to the first verse and chorus are written. The notes show how to play the music or sing the song.

Read the song silently.

You probably noticed some unfamiliar words in the song.

A five-pound note is a type of British paper money. A **pound** is a unit of money in some countries, including Britain.



a British five-pound note

A **quid** is a nickname for a British coin that is worth one pound.

The word **traps** is an old-fashioned word for a prospector's belongings. A prospector's traps would be his clothes, supplies, and tools.

6. Look at the picture on page 66. Name some of the prospector's traps.

Explain that instead of using dollars, the British use money that is called pounds. You may want to look up the current value of the British pound and tell your student how much Canadian money is equivalent to a British pound.

pound: a unit of money in some countries

quid: a British nickname for a coin worth one pound

traps: an old-fashioned word for a prospector's belongings

Discuss any other words that the student doesn't understand.

If you can read and play music, play the tune for the student on an instrument.

Read the song aloud to your home instructor. Does it make more sense now?

If your home instructor has a piano or other musical instrument and can play the song, sing along. If not, read the song one more time to your home instructor. Think about the rhyming words that you hear.

7. Write words from the song that rhyme with the following words:

hid _____

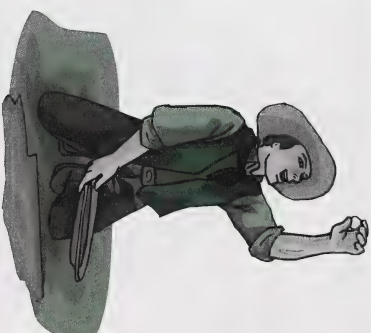
today _____

hold _____

8. What kind of treasure are the people looking for?

9. What does it mean when it says people “struck it rich”?

10. Do you think it really was that easy to find gold? _____



Words with Many Meanings

You learned a meaning for the word *traps* today.

When you first read the word in the song, what did you think it meant? Tell your home instructor.

Many words have more than one meaning.

Take out your dictionary. Look for the word *trap* in the dictionary.

You will probably see that the word *trap* has many meanings. Dictionaries usually show this by writing a number in front of each meaning. It may look something like this:



trap (trap) **1** a device for catching animals **2** a trick **3** catch in a trap: *The mouse is trapped.*

11. How many different meanings for *trap* do you see in your dictionary? _____

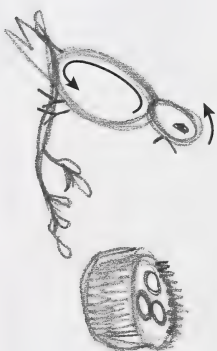
You may have noticed that some of the meanings are noun meanings and some are verb meanings.

Your student will tell you what he or she thought *traps* meant when it was first read in the song.

Handwriting

You will practise the capital letter O today.

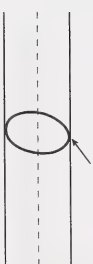
Warm up by using left ovals to make the bird and nest on the chalkboard or whiteboard. Make some push-and-pull strokes to colour in the nest.



- The letter O begins below the top line, just like the A.



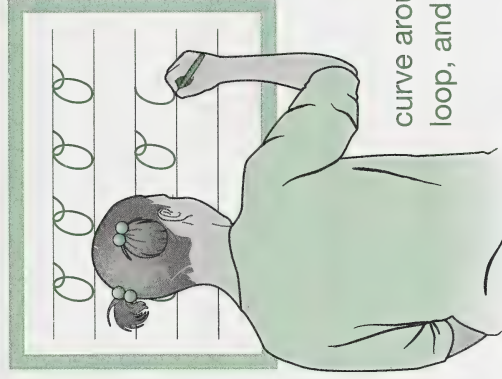
- Curve around to the left and touch the top line. The curve stroke is well-rounded and the gap is closed.



- Make a loop.



Try writing this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.



curve around and up,
loop, and swing

Keep practising until you can make a very good O in handwriting.



Take out your interlined notebook or interlined paper.

Get ready to try some O's on your paper or in your notebook. Think about your paper and pencil position and your posture. Show your home instructor that you are ready to begin.

Demonstrate how to form the letter O on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for the correct formation of the letter.

Check the student's posture, paper position, and pencil grip.

Monitor the student as he or she attempts to write the sentence. Watch for correct formation and consistent slant.

Notice how the letter O goes to the top of the space.



Practise at least two rows of O's on your paper or in your notebook. Try chanting the strokes as you write.

Now try writing a sentence with some O words. Look carefully at the O in the sentence. You will notice that it is not joined with the I.

Remember to space the letters and words correctly. Write the sentence on your paper or in your notebook.

She has a brown owl.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Treasures from the Earth

Imagine what it was like prospecting for gold over 100 years ago. After a long and dangerous journey to the Yukon, the prospector begins to search for gold. He scoops up a pan full of mud, sand, and gravel. He fills it with water and swishes it back and forth, back and forth.

At last, he washes away the mud and sand. The heavier rocks and pebbles are left in the pan. One by one, he examines the rocks. He knows that **quartz**, a hard, lustrous mineral, sometimes contains gold.



quartz: a very hard mineral. Pure quartz is found in the form of a six-sided clear crystal. Amethyst and jasper are types of coloured quartz.



quartz

The prospector looks carefully at each rock. He thinks that one of the rocks might be quartz, but he needs to test it for hardness to be sure.

Testing for Hardness

Rocks and minerals can be tested for hardness by doing a scratch test. The prospector can find out if the rock is very hard, like quartz, by trying to scratch it with different materials.



- **very soft rocks:** A fingernail will make a mark or scratch.
- **soft rocks:** A penny will make a mark or scratch.
- **rocks of medium hardness:** A metal nail will make a mark or scratch.
- **hard rocks:** Can be scratched only with an emery file.



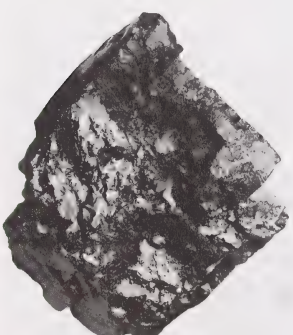
Take out your rocks, a penny, a nail, and an emery file.

Find the Hardness Chart in the Appendix of this Student Module Booklet. Carefully remove it from the book. Lay it flat on your table or desk.

Test each of your rocks for hardness by scratching it.

- Test each rock with your fingernail first. If the rock can be scratched with a fingernail, put it in the *Very Soft* column on your Hardness Chart.

- If the rock can't be scratched with your fingernail, try the penny. If the penny scratches the rock, put it in the *Soft* column.



- If the rock can't be scratched with the penny, try the nail. If the nail scratches the rock, put it in the Medium column.
- If the rock can't be scratched with the nail, try the file. If the file scratches the rock, put it in the Hard column.

12. Which column had the most rocks?

13. Did you find any very soft rocks?



Put your Hardness Chart in your Writing folder. You will need it later.

More Treasures from the Earth

What other kinds of treasures did you think of? Did you think of silver and oil? Did you think of jewels? Most jewels are pretty stones or **crystals**.

Diamonds are often used for jewellery. They come from deep within the Earth. Diamond mines are found in northern Canada and in African countries such as Sierra Leone and South Africa.

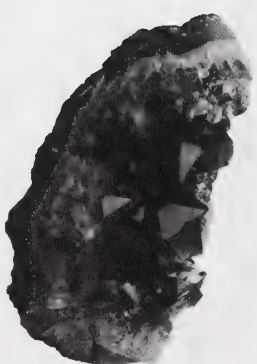


Check the student's chart for accuracy.

crystal: one of the regularly shaped pieces (with angles and flat surfaces) that make up many solid substances

Precious stones, like amethysts, emeralds, and rubies, also come from the Earth. They are all special types of crystals.

Would you like to find out how crystals grow?



amethyst geode

A Crystal Garden

It takes millions of years for stalactites to form in a cave. It also takes millions of years for diamonds and precious stones to form.

You can grow a different kind of crystal in only a few days by following this recipe.

Gather the utensils and ingredients. Your home instructor will help you.

Ingredients

100 mL water	charcoal briquettes	food colouring
100 mL laundry bluing	100 mL salt	ammonia

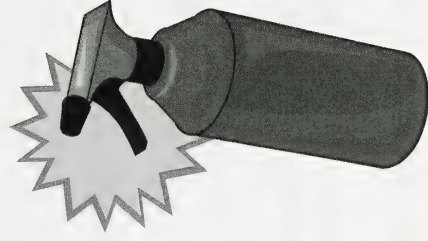
Utensils

aluminium pan	spray bottle	measuring cup
bowl	funnel	spoon

Discuss safety rules before beginning the activity. Ammonia can be harmful. Treat it with caution. Your student will need 100 mL of ammonia. You should measure and mix the ammonia, as the fumes can be harmful.

Follow the steps to create your crystal garden.

- Put the charcoal into the aluminium pan. Put a few drops of food colouring on the charcoal.
- Measure the water, salt, and laundry bluing. Mix well. Ask your home instructor to add the ammonia. Mix again.
- Carefully pour one-half of the mixture over the charcoal.
- Use a funnel to pour the second half of the mixture into a spray bottle.



Add the ammonia to the mixture.

- Once a day for the next six days, gently mist the charcoal with the mixture.
- Place the pan and charcoal in a safe, dry place. Put it in a place where it will not need to be moved. Moving the pan may cause the crystals to break off.

Crystal Diary

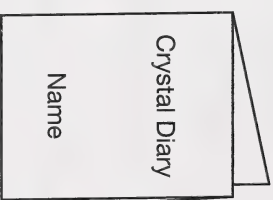


Take out four sheets of unlined paper.

You will make a booklet to record your observations of the crystal garden.

Fold the four sheets of paper in half and staple the folded edge to form a booklet.

Write *Crystal Diary* on the front of the booklet. Write your name too.



Open the booklet and leave the back of the cover and the first page blank. Turn the page and number the remaining pages from 1 to 12.

At the top of page 1, write *Observation 1*. Draw a picture of your charcoal and solution in the pan. On page 2, write a sentence or two to tell how it looks.

Keep the diary in your Writing Folder. You will add information to it for the next few days. You will send it to your teacher at the end of the module.

Story Time

Find a comfortable spot. Enjoy the story, book, or article that your home instructor will read to you.

Looking Back

Do you think you would have liked to look for gold in the Klondike Gold Rush? Why or why not? What would you do if you could “strike it rich”?

What did you learn today that you didn’t know before? Is there anything you would like to learn more about?

Journal Entry



The student may respond to the questions or write about any topic that relates to the day’s lessons.

Glossary

chorus: the part of a song that repeats after each verse

crystal: one of the regularly shaped pieces (with angles and flat surfaces) that make up many solid substances

metal: a substance that is usually hard and shiny when solid

pound: a unit of money in some countries

prospector: a person who searches for valuable minerals, such as gold

quartz: a very hard mineral

Pure quartz is found in the form of a six-sided clear crystal. Amethyst and jasper are types of coloured quartz.

quid: a British nickname for a coin worth one pound

traps: an old-fashioned word for a prospector's belongings

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Day 5

“The Volcano”

Do you know what a volcano is? Today you're going to learn a little about volcanoes and read a pourquoi story about a volcano.

You will also find out how to do a streak test on your rocks.



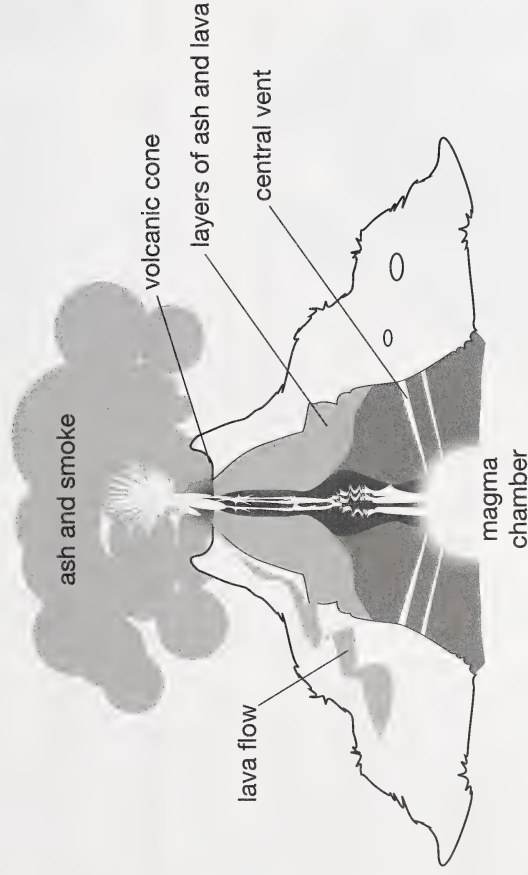
Getting Started

What do you know about **volcanoes**? Tell your home instructor what a volcano is and what happens when a volcano **erupts**.

Volcanoes

Did you know that it is very hot deep within the Earth? Scientists think that the centre of the Earth is made from melted rock.

A volcano is a **vent** or opening in the surface of the Earth. When the pressure inside the volcano becomes too great, hot gases and melted rock burst out.



volcano: 1 a deep hole in the Earth's crust where steam, ashes, and lava are forced out 2 a hill or mountain around this hole, built up by the material that has been forced out and hardened

erupt: burst forth
When a volcano erupts, hot ash, lava, and smoke burst out of the volcano.

vent: a hole or opening

lava: 1 hot melted rock flowing from a volcano 2 the rock formed when this cools and hardens
Some lavas are hard and glassy, while others are light and porous.

magma: the very hot molten rock below the Earth's crust
Lava and volcanic rocks are formed from magma that has reached the surface.

If the student does not remember what a pourquoi tale is, tell him or her to look back to Day 17 in Module 3.

The melted rock is called lava or magma.

A cone-shaped mountain is formed as the melted rock builds up and hardens around the vent.

“The Volcano”

Today's story is a pourquoi tale about a volcano.

1. A pourquoi tale is a story that explains something in _____.



Take out *Beneath the Surface*.

Look on the Contents pages. Find the tale “The Volcano.” Turn to the first page of the story.

2. The author and illustrator of this story is _____.

Look at the illustrations. Can you spot the volcano? Which animals can you see in the illustrations?

3. Two animals that will probably be in the story are _____ and _____.

Before you begin reading the story, read the words below to your home instructor.

island **waterfall** **reflection** **crab** **pelican** **volcano**

Solve the riddles. Use the words from the list above.

4. I am an opening in the Earth. Lava pours out of me.

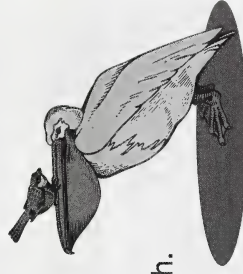
5. My feet are large and webbed. I hold fish in my beak pouch.

6. Water surrounds me. I can be big or small.

7. You see me in the mirror. I am an image of the real thing.

8. I have eight legs, two claws, and a flat shell.

9. I am formed when water falls over a cliff.



Encourage the student to look up the words *island*, *crab*, *waterfall*, *pelican*, *reflection*, and *volcano* in the dictionary if necessary.

When the student has finished reading the story, ask the following questions: Did the story turn out the way you expected? What did the story explain? Do you think a crab could really cause a volcano to erupt?

triangle outline:
an eight-line summary of a story

It tells the main parts of a story. Each line has one more word than the line before it.

Turn to the beginning of the story. Read the story silently.

Your home instructor will ask you some questions about the story.

Triangle Outline

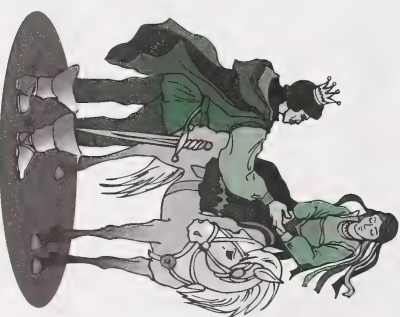
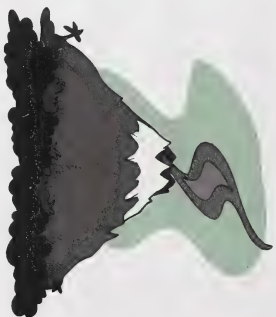
You are going to learn a new way to make an outline or summary of a story. It is called a **triangle outline** because it makes the shape of a triangle when you are finished.

A triangle outline is eight lines long. It tells the main parts of a story. Each line has one more word than the line before it.

A triangle outline of the story "Cinderella" would look like this:

Cinderella
kind, pretty
to royal party
she wants to go
the fairy godmother helps her
she loses her magical glass slipper
the prince searches for the slipper's owner
Cinderella is found and they live happily ever after

Did you notice the shape of the outline is also like a volcano?



You will retell the story "The Volcano" in a triangle outline. Follow the directions in the Assignment Booklet.



Go to Assignment Booklet 4A. Do Assignment 4: A Triangle Outline.

Make Your Own Volcano

Would you like to make your own volcano? Follow the directions to create a model volcano.

Materials

soil or sand	plastic drinking cup
aluminium pie plate	modelling clay
clean, empty eggshell half	vinegar
red food colouring	baking soda

Method

- Place a plastic drinking cup upside down on the pie plate.
- Use a piece of modelling clay to attach the clean eggshell half (open side up) to the bottom of the cup.



If sand or soil is not available, you could substitute modelling clay to build the volcano. Alternatively, the student could use papier-mâché to build the volcano.

You may repeat the experiment by refilling the eggshell with vinegar and adding more baking soda.

- Mound sand or soil around the cup and eggshell to make it look like a volcano.
- Fill the eggshell almost to the top with vinegar.
- Add a few drops of red food colouring to the vinegar.
- Slowly add one-half teaspoon of baking soda to the vinegar.
- Enjoy the eruption!

Spelling

It's time to practise your spelling words. Look back to the list of words you wrote on Day 2.

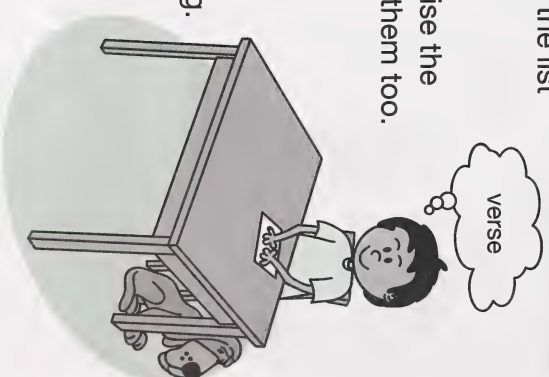
Use the look, cover, spell, and check method to practise the spelling words. If you have challenge words, practise them too.

Look: Look at the word.

Cover: Cover the word and try to see it in your mind.

Spell: Try to write the word.

Check: See if you got it right or where you went wrong.



Phonics

Tell your home instructor the sound of each r-controlled vowel.

er ar ir ur or



Take out *Beneath the Surface*.

Find the story "The Volcano." You are going to go on a word search for words that have r-controlled vowels.

10. Look in the story for words with r-controlled vowels. Write the words under the correct heading in the table.

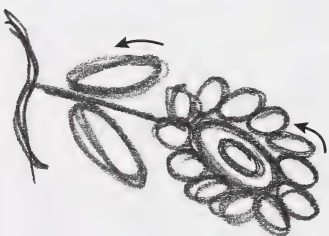
er	ir	or	ur	ar

The student will tell you the sounds of the letter combinations.

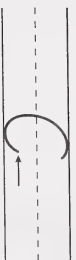
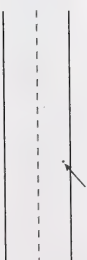
Handwriting

You will practise the capital letter C today.

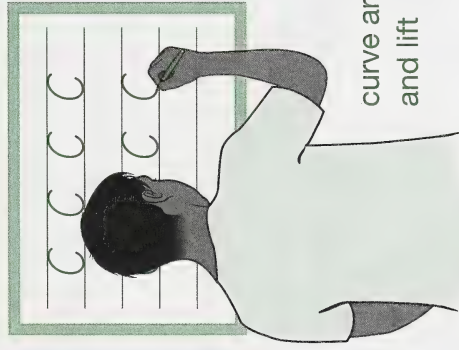
Warm up by drawing three flowers. Use left ovals to draw the flowers on the chalkboard or whiteboard. Make some push-and-pull strokes to make the stems.



- The letter C begins just below the top line.
- The curve goes up from the starting point to touch the top line and then around to the left.
- The curve is well-rounded and finishes above the baseline about halfway to the interline.



Try writing this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.



curve around,
and lift

Keep practising until you can make a very good C in handwriting.



Take out your interlined notebook or interlined paper.

Get ready to try some C's on your paper. Think about your paper and pencil position and your posture. Show your home instructor that you are ready to begin.

Check the student's posture, paper position, and pencil grip.

Notice how the letter C goes to the top of the space.



Practise at least two rows of C's on your paper or in your notebook. Remember to try chanting the strokes as you write.

Now try writing a sentence with some C words. Look carefully at the C in the sentence. Notice how it joins with the letter a.

Write the sentence on your paper or in your notebook.

Carol lives in Canada.

Monitor the student as he or she attempts to join the letters. Watch for correct formation and consistent slant.



Go to Assignment Booklet 4A. Do Assignment 5: Handwriting.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



The Streak Test

Have you ever used chalk to write on cement? Chalk comes from a type of stone called limestone. When you rub chalk against some materials, it leaves a **streak** or mark.

Other rocks will also leave streaks. Geologists and prospectors use a streak test to identify certain minerals and types of rocks.

Read the prospector's story on the next page.

streak: a long, thin mark



Remind the student that quartz and gold were often found together. If the prospector could identify the rock as quartz, he would know that he had a good chance of finding gold.

More than 100 years ago . . .

On the banks of the Klondike River, a prospector was panning for gold. Carefully, he scooped the grit at the river's edge.

After he washed out the bits of sand and tiny pebbles, several larger rocks were left in his pan.

He turned the rocks over and over in his hand. Were the rocks quartz or some other material? The geologist in Dawson City could tell him, but the journey into town was long and dangerous.

The rocks seemed to be the right colour for quartz. Two were clear, one was white, and three were pink.

The lustre seemed right too. All six rocks were glassy.

A streak test would help him to decide. Quartz makes a white or colourless streak in a streak test. He took out an unglazed tile and a magnifying glass. Carefully, he dragged each rock across the unglazed tile.

Then he studied each streak with a magnifying glass. Five of the six rocks left behind a white streak.



11. Do you think the rocks were quartz? _____

Why or why not?

Test Your Rocks

You can test your rocks to see if any of them make marks on an unglazed ceramic tile.



Take our your rocks, two foam trays, and a piece of unglazed ceramic tile or the back of a glazed tile.

Make two labels. Write streak on one. Write no streak on the other. Put each label near one of the foam trays.

Test each rock by dragging it across the ceramic tile. If it makes a streak, place it on the tray with the label that says streak. If it does not make a streak, place it on the tray that says no streak. Show your home instructor your rocks after they are sorted.



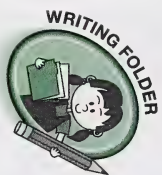
Two of my rocks left a white streak. Did any of yours leave a streak?

The backs of most tiles are unglazed. If possible, a light-coloured tile and a dark-coloured tile should be used. If no tile is available, the student can use a cement sidewalk to try making streaks.

Be sure the student understands the difference between a streak and a scratch. A streak is a coloured (or white) mark. A scratch cuts into the surface.

Check the student's sorted rocks for accuracy.

The Crystal Garden



Take out your Crystal Diary.

Look at your crystal garden. You may want to use a magnifying glass to look at it closely. How has it changed?

Write Observation 2 on the top of page 3 in your diary. Draw a picture to show your crystal garden. On page 4 write a sentence or two to tell how it has changed.

Carefully mist your crystal garden with the solution in the spray bottle.



Goods and Services

You talked about wants and needs. You know that adults work to make money to buy the things the family needs and wants. You also learned how communities help provide the things people need and want.

The things that people need and want can be broken into two groups—goods and services. **Goods** are objects that people make or grow to use and sell. They are things like groceries, clothes, and vehicles. **Services** are jobs or work that is done for others. When a doctor checks you or a teacher teaches you, they are performing a service for you.

Think about the kinds of goods that your family uses. Tell your home instructor some of the objects your family buys. Your home instructor will write a list on the chalkboard for you.

Now brainstorm a list of the services that your family uses.

Story Time

Find a comfortable spot. Enjoy the story, chapter book, or article that your home instructor will read to you.



These concepts were discussed earlier.

goods: things that can be owned, bought, or sold

services: helpful or useful action for others; work done for anyone, whether for pay or not

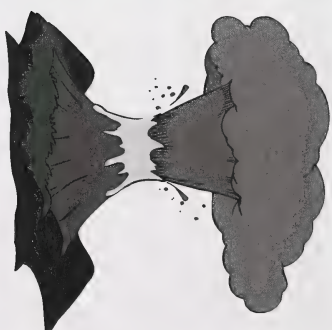
Make two headings on the chalkboard—"Goods" and "Services." Write down the goods and services that your student thinks of.

Looking Back

Do you think you have any quartz rocks? Did you find many rocks that would make a streak?

Did you enjoy making your model volcano erupt?

Do you understand what happens when a real volcano erupts? Would you like to learn more about volcanoes?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

erupt: burst forth

When a volcano erupts, hot ash, lava, and smoke burst out of the volcano.

goods: things that can be owned, bought, or sold

lava: 1 hot melted rock flowing from a volcano 2 the rock formed when this cools and hardens

Some lavas are hard and glassy, while others are light and porous.

magma: the very hot molten rock below the Earth’s crust

Lava and volcanic rocks are formed from magma that has reached the surface.

services: helpful or useful action for others; work done for anyone, whether for pay or not

streak: a long, thin mark

triangle outline: an eight-line summary of a story

It tells the main parts of a story. Each line has one more word than the line before it.

vent: a hole or opening

volcano: 1 a deep hole in the Earth’s crust where steam, ash, and lava are forced out 2 a hill or mountain around this hole, built up by the material that has been forced out and hardened

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Day 6

Hide-and-Seek

Have you ever played hide-and-seek? You will begin reading a book about a little girl from northern Canada who loves to play hide-and-seek. She has some surprising adventures.

As you read the story, you will learn many things about Inuit people of the past and the present. Are you ready to begin your journey into the far north?



Discuss the questions with your student.

Getting Started

Do you play hide-and-seek? Do you play kick-the-can? Where are your favourite places to hide? Have you ever had trouble finding a hiding place? Tell your home instructor about some times that you played hiding games.

Read the poem below:

Where should I hide?
Should I hide by the tent door?
By the boulder near the shore?
In a cave where white bears snore?
Where should I hide?



1. Could you hide in any of the places mentioned in the poem? _____
2. Where do you think you would find white bears?

Did you guess that you would find white polar bears in northern Canada? The story you will read today is about a girl from the North.

What do you know about northern Canada? Which territories or provinces are farthest north? Who are the Inuit people? Tell your home instructor what you know.

Have you ever lived or travelled in northern Canada? Maybe you're from northern Canada. Are you Inuit yourself? Do you have Inuit friends?

Discuss the questions with your student.

Take out your atlas. Look at the table of contents. Find a map of Canada.

3. The territories that are farthest north in Canada are _____, _____, and _____.
4. The newest territory, _____, was created in 1999.
- Look on a globe.
5. Northern Canada is close to the _____.

You learned that it is very hot close to the Earth's equator. In Africa there are jungles, deserts, and dry grasslands close to the equator.

6. What do you think the climate is like close to the North and South Poles?



Hide and Sneak

Today you will begin reading a book about an Inuit girl who lives in northern Canada.

Module 4A: What Is Happening?

Locate the South Pole, North Pole, and equator on the globe. Ask the student which of the three features Canada's North is closest to.

The student will predict the climate of the North and South Poles. After the question is completed, spend some time discussing the fact that Canada's North has a long, dark, very cold winter and short, cool summers. Tell the student that near the North Pole, there is ice all year round.

Discuss the title of the book with the student.

inuksugaq or **inukshuk**
(pronounced ee-nook-shook):
a stone sculpture shaped
like a person, built to mark a
spot or to help Inuit find their
way on the tundra

The student will have to look in a dictionary to find the meaning of the word *nomadic*. Discuss how nomadic people live. Assist the student in finding the word *nomad*.



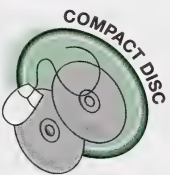
Take out the book titled *Hide and Sneak*.

Do you like the title? How is it different from hide-and-seek? Tell your home instructor.

Look at the cover and the title page. Do you know what Inuit call the stone statue on the cover?

The stone statue is called an **inuksugaq**. It is sometimes called an **inukshuk**.

Turn to the back cover of the book. Read about the author.



Go to your *Grade Three Thematic Multimedia CD* and find "Hide and Sneak Inuit Pronunciations" to learn about some of the words in the story. This activity will prepare you for reading the story. Listen carefully to how the words are said and what they mean.

7. Michael Kusugak grew up in _____.
8. Nomadic means _____.

9. Hide-and-seek is a popular game with Inuit children because _____

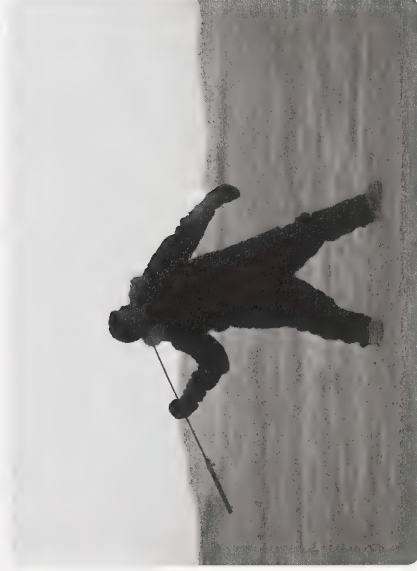
Before beginning the story, there are a few things you should know about the Inuit people that will help you understand the ideas in the story.

The Inuit of the Past

The word **Inuit** means “the people.” The Inuit are one of the original cultures of the Arctic or the treeless tundra. For thousands of years, they followed the great caribou herds or used spears to catch seals, walrus, and fish.

On land, the Inuit travelled on foot or by dogsled. On water, they used **kayaks** or **umiaks**. In winter, snow houses called **igloos** were used for shelter. Summer homes were tents made from animal skins.

Long ago, the people of the North had no alphabet or written language because there was no paper to write it on. Knowledge was shared through stories that were told aloud. Songs, dances, and carvings were also used to pass on information to the young people.



Inuit: one of the indigenous peoples living mainly in the arctic regions of Canada. They are one of the original cultures of the Arctic. The word Inuit means “the people.”

kayak: originally an Inuit boat made of skins stretched over a light frame of wood or bone. There is an opening in the top for one or two people.

umiak: a large, flat-bottomed boat made of skins stretched over a wooden frame, moved by paddles. Umiaks were traditionally used by Inuit women.

igloo: an Inuit house, especially one shaped like a dome and built of blocks of hard snow.



Take a quick look through the illustrations in *Hide and Sneak*.

10. What season do you think it is?

Turn to the page where the story begins. Read the first page silently to find out the name of the main character.

11. The main character is named _____.

12. She wants to play _____.

13. Her mom told her not to go too far away because an

_____ might hide her.

Ask your home instructor to read you the information about the Ijiraq. The Ijiraq is a creature from Inuit stories.

Read the next page of the story.

14. What animal did Allashua see on the lake?

15. How did Allashua know that there were no fish in the net?

16. What did she see on the hill?

17. Why did it have to stand quietly?

You will read more of this story on Day 7. What do you think will happen next?
Tell your home instructor.

Phonics



Turn to your Phonics book to work with r-controlled vowels again.
Follow the directions and do page 82.

Module 4A: What Is Happening?

Read the information entitled "The Ijiraq and the Inuksuqag" aloud to the student. It is found at the beginning of the book, just after the title page.

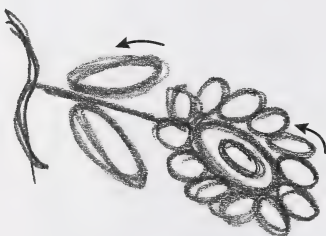
If your student has never seen a fish net, explain that the floats hold the net so that it hangs vertically in the water. The fish swim into the net and get tangled in it.

The student will predict what will happen next in the story.

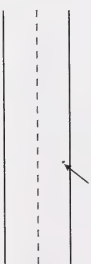
Handwriting

You will practise the capital letter E today.

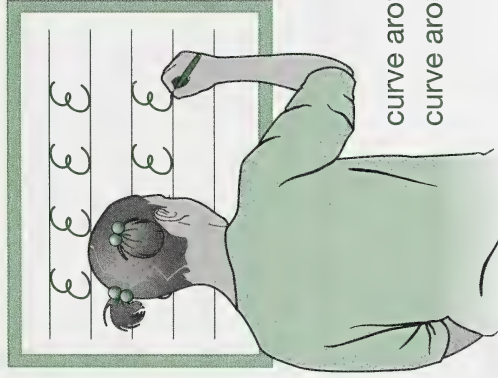
Warm up by drawing two flowers. Use left ovals for the flower and the leaves.



- The letter E begins just a bit below the top line.
- The curves are well-rounded, with the loop just above the interline.
- The last stroke finishes about halfway to the interline.



Try writing this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the strokes below.



curve around, loop,
curve around, and lift

Keep practising until you can make a very good E in handwriting.



Take out your interlined notebook or interlined paper.

Get ready to try some E's on your paper. Think about your paper and pencil position and your posture. Show your home instructor that you are ready to begin.

Demonstrate how to form the letter *E* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for the correct formation of the letter.

Check the student's posture, paper position, and pencil grip.

Monitor the student as he or she attempts to write the letter. Watch for correct formation and consistent slant.

Monitor the student as he or she attempts to write the sentence. Watch for correct spacing, good letter formation, and consistent slant.

Notice how the letter E goes to the top of the space.

E E E

Practise at least two rows of E's on your paper or in your notebook. Remember to try chanting the strokes as you write.

Now try writing a sentence with some E words. Look carefully at the E in the sentence. Notice how it joins with the other letters.

Write the sentence on your paper or in your notebook.

We went to Edmonston.



Go to Grade Three Mathematics.



Play hide-and-seek or kick-the-can with your home instructor, family members, or friends.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Working with Rock Samples

The rocks that you gathered may be made up of many different minerals or rock types. Today you will work with some samples that show the pure types of rock. You will use what you have learned about testing rocks to help identify each of the rock samples later in Module 4.



Take out the rock samples numbered 1 to 7, your magnifying glass, and the Hardness Chart from Day 4.

Look in the Appendix of this Student Module Booklet for the Rock Chart. Carefully remove it from your book.

You will fill in the chart to tell about each rock sample. After you have filled in the information, you will use another chart to help you discover the name of each rock.

Step 1: Look at the colour of each of the rock samples. Study the rock under the magnifying glass and decide on the main colour or colours. Write the colour of each sample in the correct column.

Module 4A: What Is Happening?

For example, if you looked at sample #3 and it was mostly grey, you would fill in the chart like this:

Sample	#1	#2	#3	#4	#5	#6	#7
Colour			grey				
Hardness							

Examine all the rocks and write their colours on the Rock Chart.

Step 2: Next, do a scratch test to check the rocks for hardness. Use your Hardness Chart to help you sort the rocks.

Write very soft, soft, medium, or hard in the column for each sample.

For example, if you tested sample #3 and you could scratch it with a penny, you would fill in the chart like this:

Sample	#1	#2	#3	#4	#5	#6	#7
Colour			grey				
Hardness			soft				

Step 3: Look at the rock samples for lustre. Use the magnifying glass to help you check. Write dull, somewhat shiny, shiny, some shiny grains, or glassy to describe each rock sample.



Put the Rock Chart in your Writing Folder.
You will complete your chart later.

The Crystal Garden

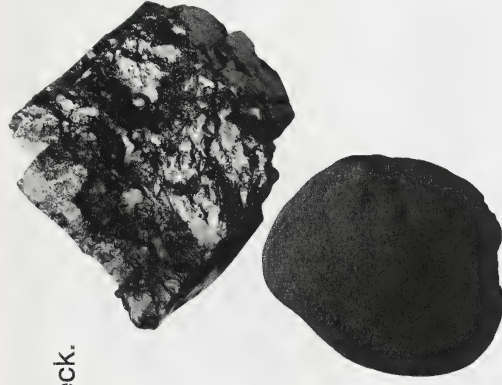


Take out your Crystal Diary.

Look at your crystal garden. You may want to use a magnifying glass to look at it closely. How has it changed?

Write Observation 3 at the top of page 5 in your diary. Draw a picture to show your crystal garden. On page 6, write a sentence or two to tell how it has changed.

Carefully mist your crystal garden with the solution in the spray bottle.



Inuit Communities

You learned how your community has changed over the years. Most Inuit communities have changed too.

Imagine the scenes as you read each description that follows. Draw a picture to go with each scene.



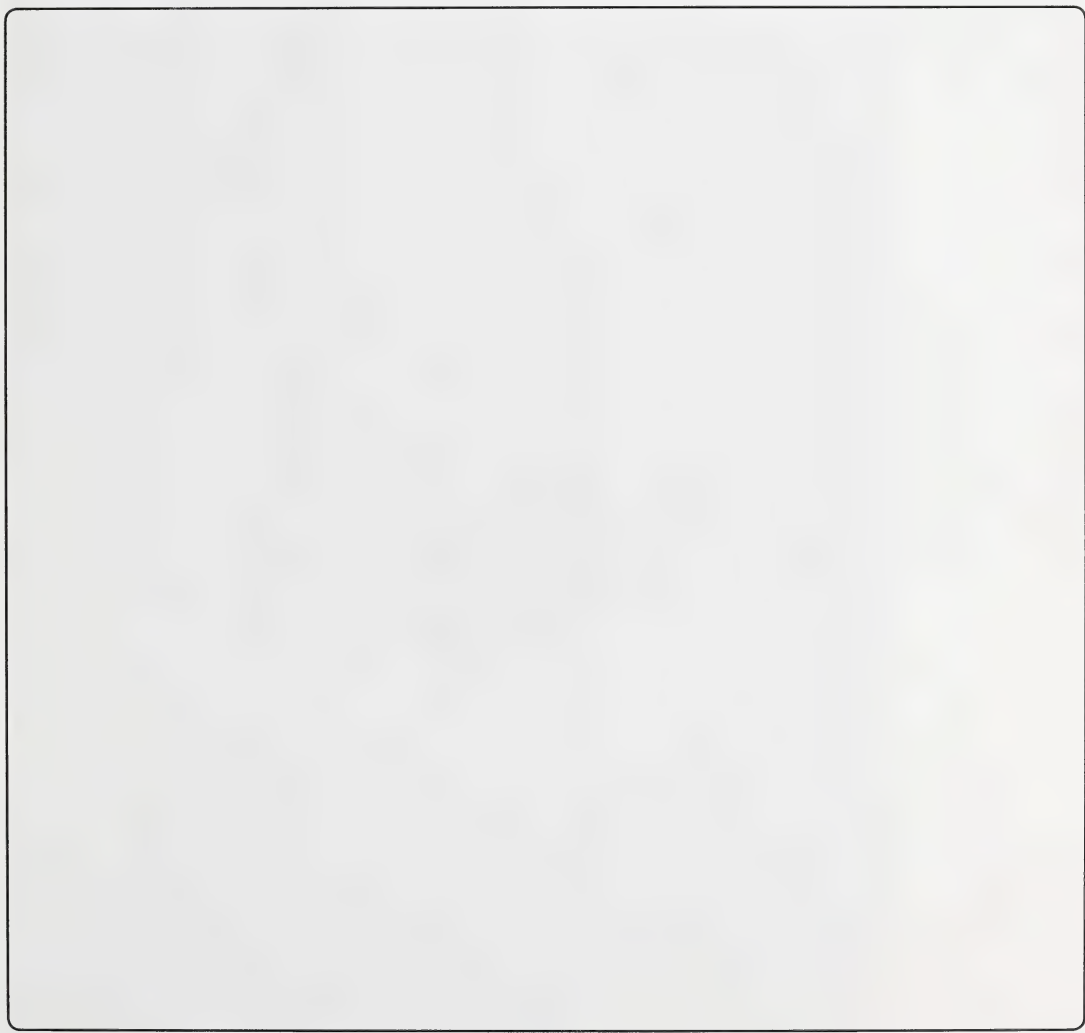
A long time ago . . .

The Inuit hunters and their sons have found an excellent hunting spot near the sea. They have speared several seals. The seals will provide food for the community for many days. They mark the spot by stacking large, flat rocks to make a stone inuksuk.



The seals are stacked on the dogsleds as the dogs wait patiently. The dogs pull the heavy sleds to the nearby igloos. Inside the igloos, the mothers and daughters are sewing warm sealskin clothing. A lamp filled with seal fat provides light and warmth.

18.



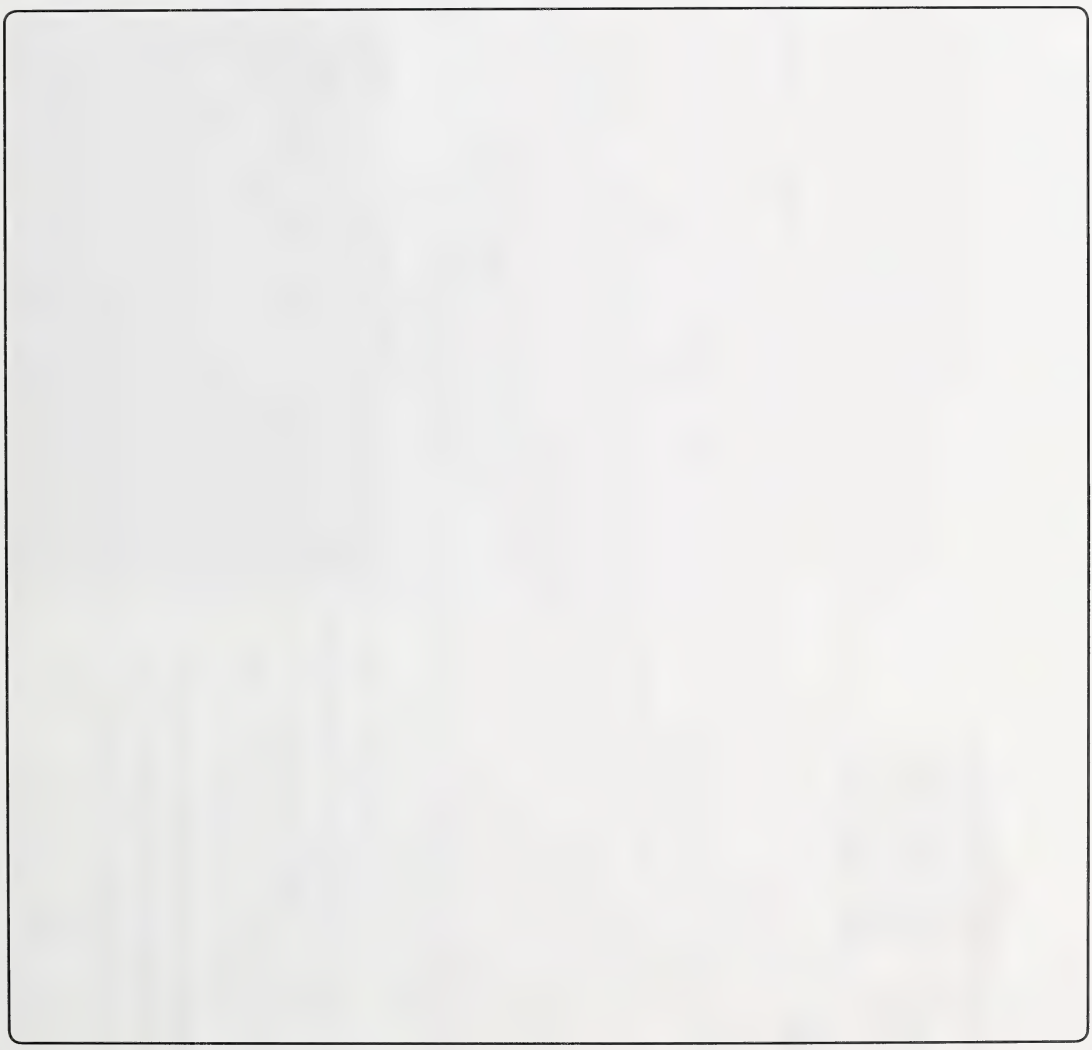
Now ...

A plane flies over the same stone inukshuk. The plane lands on the airstrip near the ocean's edge. It brings fresh fruits and vegetables, winter clothing, fuel, and mail from other communities. The goods are taken to a nearby co-op store on a trailer pulled by an all-terrain vehicle.



An Inuit father and daughter come out of their house and jump on the snowmobile. They drive over to the co-op to get some fresh vegetables for supper, some rifle shells, and a treat for later tonight. They'll have the treat as they watch a movie on satellite television. Tomorrow the two of them will take the snowmobile and the rifles and hunt for seal.

19.



In the past, almost all the goods and services the Inuit needed came from their own community. Since the climate of the Arctic makes it difficult to grow fruits and vegetables, the Inuit survived by hunting animals and gathering berries and other plants. Animal skins were used for clothing and shelter. Animal fat was burned for heat and light. The Inuit had to move often to follow the animals that provided for their needs.

Today, many of the things the Inuit people need may come from other communities. As well as hunting and fishing, they may buy things that they want and need. Permanent houses and communities have been built.

20. Look back to page 112. Name some goods and services that come from other communities now.

Story Time

Find a comfortable spot. Enjoy a story, book, or article about the Inuit, their communities, their stories, and their history.



To enhance your students' understanding of Inuit culture, read Inuit stories, fiction stories about the Inuit, or non-fiction books that tell about Inuit life in the past or present. Check the Additional Resources in the Home Instructor's Guide for suggested titles.

Looking Back

You learned some things about the Inuit people and began reading a new story today. Are you looking forward to learning more about Allashua and her people? What did you enjoy most today?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

igloo: an Inuit house, especially one shaped like a dome and built of blocks of hard snow

Inuit: one of the indigenous peoples living mainly in the arctic regions of Canada
They are one of the original cultures of the Arctic. The word Inuit means “the people.”

inuksugaq or **inukshuk** (pronounced ee-nook-shook): a stone sculpture shaped like a person, built to mark a spot or to help the Inuit find their way on the tundra

kayak: originally an Inuit boat made of skins stretched over a light frame of wood or bone
There is an opening for one or two people.

umiak: a large, flat-bottomed boat made of skins stretched over a wooden frame, moved by paddles
Umiaks were traditionally used by Inuit women.

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Day 7

The Land of the Inuit

Discover more facts about Inuit life in the past and present. Many Inuit speak Inuktitut. You'll learn some Inuktitut words today. Get ready to do some map work and to read more pages from your new book.



Getting Started

Do you remember the names of the three territories in northern Canada? Tell your home instructor.

Take out your atlas. Find a map of Canada that shows the names of the provinces and territories and some towns and cities.

You are going to find some of the places in northern Canada that you have read about.

1. In which territory was gold discovered more than 100 years ago?



The student is asked to recall the names of the three Canadian territories.

Look in the Appendix of this Student Module Booklet. You will find a map of Canada. Carefully remove it from the Appendix.

Find the Yukon Territory in your atlas. Now look at the map of Canada that you removed from the Appendix. Print Yukon in the correct spot on your map. Colour the space.

The best gold finds in the Yukon were near the town of Dawson. Find Dawson in your atlas. Mark Dawson on your map of Canada.

The student can check the back cover of *Hide and Sneak* for this information.

2. Which territory is next to the Yukon?
-

Write Northwest Territories on your map. Colour it a different colour than you coloured the Yukon.

Find the town Inuvik and the city Yellowknife. Write them on your map.

3. Where did Michael Kusugak, the author of *Hide and Sneak*, spend his childhood?
-



Repulse Bay is in Nunavut. Write Nunavut and Repulse Bay on your map. Colour Nunavut a different colour from the other territories.

Repulse Bay is on a larger bay called Hudson Bay. Mark Hudson Bay on your map.

Circle the correct answer.

4. A bay is

a piece of land surrounded by water

a part of a sea, ocean, or lake reaching into the land

a large, flat land area

The ocean north of Canada is called the Arctic Ocean. Write Arctic Ocean on your map.

There are many islands in the Arctic Ocean. Find Baffin Island and Victoria Island. Label them on your map too.



Put your map in your Writing Folder or post it in your learning area.
You will send it to your teacher on Day 9.

If you have the recommended atlas, *Beginner's Classroom Atlas of Canada and the World*, look at pages 38 and 39 for information on geographical terms and an example of a bay.

tundra: a large, flat area with no trees found in arctic regions

The ground beneath the surface stays frozen all year.

permafrost: ground that is permanently frozen
Sometimes it partly thaws in the summer and allows some plants to grow but not trees.

Much of northern Canada is covered in **tundra**. The tundra is a large, flat area with no trees. In arctic regions, the ground beneath the surface stays frozen all year. It is called **permafrost**. In the short summer season, hardy grasses, flowers, and plants grow.



5. Can you name three animals that live on the tundra?

Hide and Sneak

You've already learned a lot about the Arctic and the people who live there! Are you ready to read more about Allashua?



Take out *Hide and Sneak*.

Look through the illustrations in *Hide and Sneak* again. Notice what the land is like.

Circle the correct answer for questions 6 and 7.

6. Allashua lives **in a forest** **in a desert** **on the tundra**.

7. The land is very **sandy** **marshy** **rocky**.

Look at the photograph on the back cover of the book.

8. What do you notice about the land?

The student will tell you about the rocks in the photograph on the back cover of *Hide and Sneak*.

title page: usually the first page of a book
It includes the title and other important information about the book.

publish: prepare, print, and sell a book, newspaper, map, or piece of music
The person or company that does this is the publisher.

Look at the stones in the photograph. Tell your home instructor what you notice about them.

9. Do you think it would be easy or hard to find rocks to build an inukshuk?

Title Pages and Dedications

Go back to the front cover of the book. When you open to the first page of most books, you see a **title page**.

The title page of a book tells you many things:

- the author's name
- the illustrator's name
- the name of the company that **publishes** the book
- the place or places where the book is published



10. The name of the company that published *Hide and Sneak* is _____

11. The cities where the book is published are _____,

_____, and _____.

Turn to the next page. At the top of the page, look for the **dedication**. Authors and illustrators often dedicate their work to someone who has helped them or as a special message of love or friendship.

The first dedication says "To my wife, Sandra, with love M. K."

12. Who do you think M. K. is?

13. The second dedication says _____

14. V. K. is _____

Look through some other books around your home. Can you find dedications in them? Show your home instructor.

Are you ready to get back to the story? Tell your home instructor what you read about on Day 6. Reread the first two pages of the book.

You learned some new Inuktitut words on Day 6. Read the words to your home instructor and tell your home instructor about each one.

inuksugaq **ljirraq** **Allashua**

As you read today, watch for new Inuit words.

dedication: the message written to or about someone at the beginning of a book or other piece of work

The student will look through some other books in your home for dedications and show them to you.

The student will retell what has happened in the story.

The student will read the words and tell you about them.

The word is pronounced
khit-oo-sook.

The word is pronounced
oo-leek-ah-pah-leek.

Turn to the page that shows Allashua and the butterflies.

Read the page silently.

15. What new Inuktitut word did you discover on this page? _____

16. Allashua was so busy chasing butterflies that she forgot to _____.



Read the next page.

17. What new Inuktitut word did you discover?

18. Allashua was so busy watching bugs that she forgot to _____.

Read the next page.

19. What sounds did Allashua hear?

Read the next page.

20. Who was singing and laughing?

21. What did the ljirag look like?

22. A ptarmigan is a _____ that lives in the Arctic.



ptarmigan: a grouse with feathered feet
It is found in mountainous and cold regions. Its feathers are mainly brown in summer and mainly white in winter.

You will read more of the story on Day 8.



Go to Assignment Booklet 4A. Do Assignment 6: Inuit Words.

Spelling

It's time to practise your spelling words. All of the words from your spelling pre-test contain r-controlled vowels.



Take out a coloured pencil crayon or felt pen.

23. Read each word. Write it again on the line. Write the r-controlled vowel combination in a different colour. The first one has been done for you as an example.

butterfly _____ butterfly _____ hard _____

water _____ order _____

part _____ dirt _____

morning _____ verse _____

24. If any of your challenge words have r-controlled vowels, write them in the same way.

Phonics

Read the following phrases:

an atlas a ptarmigan a butterfly an Elder



When do you write and say a in front of a noun? When do you write and say an?

If a noun starts with a consonant, you write and say a in front of it. If a noun starts with a vowel, you write and say an in front of it. An makes it easier to say the beginning vowel sound of the next word.

25. Add a or an in front of each of the nouns below.

_____ **fish** _____ **dogsled** _____ **umbrella**

_____ **loon** _____ **igloo** _____ **bird**

26. Write a sentence that contains one of the phrases from question 25.

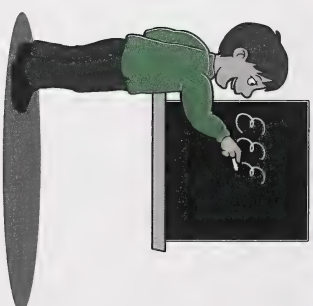
Observe the student as each letter is written. Can the student chant the strokes and form each letter correctly?

Tell the student which letters need to be practised. If the student is forming all the letters correctly, he or she may proceed to the Assignment Booklet.

Handwriting

You will review the capital letters that you have learned.

Write the letters A, O, C, and E on the chalkboard. Try chanting the strokes as you write each one. Your home instructor will watch.



Take out your interlined notebook or interlined paper.

Your home instructor will tell you which letters need to be improved. In your notebook or on your paper, write a row of each letter that you need to practise. Remember to try chanting the strokes as you write.



Go to Assignment Booklet 4A. Do Assignment 7: Handwriting.



Go to Grade Three Mathematics.



Try a different hiding game today. Hide a small object, like a penny, a small rock, or a button.

Play a hiding game with the student or ask another child to play.



Ask your home instructor or another player to cover their eyes. Hide the object. Give clues by saying only “you’re getting warmer” when the person moves closer to the object and “you’re getting colder” when the person moves away from the object. When the object is found, you can try finding it.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes.

Find Out More

Depending on who you are, you may already have a deep knowledge of Inuit culture. Whether you know a lot or a little, it’s time for you to do some research. Find out as much as you can about how Inuit people lived in the past and how they live now.

Use at least two different sources of information. You may use the Internet, an encyclopedia or encyclopedia program, non-fiction books, movies, or documentaries; or you may go on a field trip to visit a museum or art gallery that has Inuit art. You may also speak with Elders, visit a community centre, or speak with family and friends.

Module 4A: What Is Happening?

Use the word *Inuit* to access information. Demonstrate how to use the index, table of contents, or any other organizational tool appropriate for the sources the student has chosen. If you are searching for information in a library, demonstrate how to use the card catalogue or electronic catalogue (or ask a librarian to demonstrate).

Remind the student to write down the titles of the sources that were used.

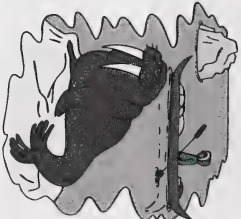
Encourage the student to use the pictures, charts, diagrams, and headings, as well as the text, when doing research.

Try to find out more information about four of the following topics:

- **environment:** What is the land like? What animals live there?

What is the climate like?

- **industry and jobs:** What kinds of businesses and industries are in the Arctic? How do the Inuit make money to buy goods they need?



- **foods:** What kinds of foods are produced in the Arctic? Can the Inuit grow any of their own food? What are some traditional foods that Inuit people enjoy?

- **language:** What language or languages are spoken?

- **services:** What are the schools like? Were there schools in the past? Are there hospitals and post offices? What other services are available now?

- **homes:** What are the homes like now? What were homes like in the past?

- **clothing:** What is Inuit clothing like now? What was clothing like in the past?

- **recreation:** What do the people in the Arctic do for fun? What did they do in the past?

- **traditions:** What holidays and traditions do Inuit have? What are the traditional arts, crafts, and clothing?

- **transportation and communication:** What methods of transportation were used in the past and now? How did Inuit people communicate in the past?

Use the Then and Now charts here and on the next page to write notes about what you learn. If you need more room, you can make your own pages.

Then	Now

Then	Now

The Crystal Garden



Take out your Crystal Diary.

Open your Crystal Diary to the first page you left blank. Create a title page for your book. Include the information that appears on a title page. On the next page, write a dedication.

Look at your crystal garden. You may want to use a magnifying glass to look at it closely. How has it changed?

Write Observation 4 at the top of page 7 in your diary. Draw a picture to show your crystal garden. On page 8, write a sentence or two to tell how it has changed.



Carefully mist your crystal garden with the solution in the spray bottle.

Story Time

Find a comfortable spot. Enjoy a story, book, or article about the Inuit.

Module 4A: What Is Happening?

Looking Back

Did you find lots of information about the Inuit? Do you think that you are getting better at doing research? Did you remember to use the pictures, charts, and headings to help you find information?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

dedication: the message written to or about someone at the beginning of a book or other piece of work

permafrost: ground that is permanently frozen
Sometimes it partly thaws in summer and allows some plants to grow but not trees.

ptarmigan: a grouse with feathered feet
It is found in mountainous and cold regions. Its feathers are mainly brown in summer and mainly white in winter.

publish: prepare, print, and sell a book, newspaper, map, or piece of music
The person or company that does this is the publisher.

title page: usually the first page of a book
It includes the title and other important information about the book.

tundra: a large, flat area with no trees found in arctic regions
The ground beneath the surface stays frozen all year.

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What Happens Next?

You will also share the information that you discovered about the Inuit and think about what might happen to Inuit communities in the future.



Ask the student to retell what has happened in the story. The student will also predict what will happen next.

Getting Started

What has happened to Allashua so far in the story *Hide and Sneak*? What will happen next? Retell what has happened so far; then tell your home instructor what you think will happen next.

Hide and Sneak



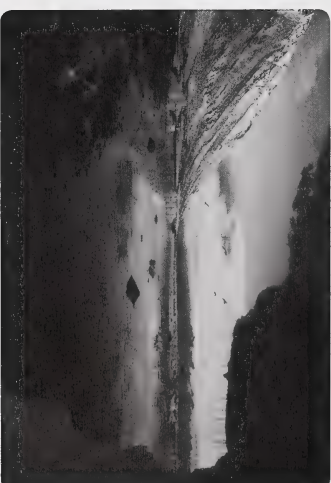
Take out *Hide and Sneak*.

On Day 7 you read the page where Allashua discovers the Ijiraq. You may have to reread the beginning pages of the story to check if you missed anything in your summary.

Find the next page. It begins with a T in a box.

Read the page.

1. Write an adjective from the story that describes the Ijiraq. _____



Read the next page.

2. What did Allashua's mother tell her about an Ijiraq?

3. Did Allashua listen to her mother's advice? _____

4. Why did Allashua think her mother was wrong?

Read the next page.

Do you remember what you learned about caves earlier in this module?

5. What type of cave are Allashua and the Ijiraq hiding in?

an ice cave a limestone cave
a lava cave a sea cave



6. What happened when Allashua wanted to go home?

Read the next page.

7. How do you think Allashua feels when the Ijiraq won't let her go home?

8. Why did Allashua start teasing and staring at the Ijiraq?

9. What would happen if Allashua looked away from the Ijiraq?

You can discover a lot about characters by the things that they do and say in a book. Understanding the characters can help you predict what they will do next in a story.

You will do an activity in your Assignment Book to tell what you have learned about Allashua.



Go to Assignment Booklet 4A. Do Assignment 8: Allashua.

Spelling

Today you will review the spelling words for the last time. On Day 9 you will write your final spelling test.

Look back to the list on Day 2. Choose **one** of the activities listed below. Practise your spelling words and challenge words.

- Write the words in alphabetical order.
- Write each word and then write a rhyming word beside it.
- Write a sentence using each word.
- Write each word two times in handwriting.
- Draw a comic strip using all your spelling words in the speech balloons.
Write your spelling words in a different colour than the other words.

When the student has chosen an activity and completed it, check for spelling accuracy. If the student is still having difficulty with a word, assign more practice activities.



The verse tells how the hard part about getting up in the morning when you're camping is washing in cold water.

In the verse, dirt and hurt rhyme even though they are not spelled the same. The order of the lines is important to the meaning.



Phonics

The number of vowel sounds you hear tells you how many syllables a word has.

10. Read each of these words from your story aloud. Then write the number of syllables each word has.

summer _____ butterfly _____

fascinated _____ laughed _____

11. The chart below includes other words from the book *Hide and Sneak*. Read each word in the first column aloud. Then write the number of syllables you hear in the second column.

Word	Number of Syllables
embarrassed	
Arctic	
caribou	
community	
sea	

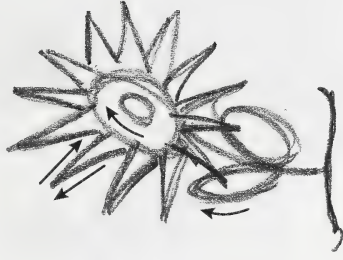


Go to your Phonics book for more practice with syllables. Do page 83. Follow the directions. Don't forget to colour the pictures of the words with two syllables. Do page 84 also.

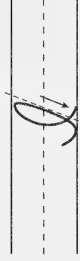
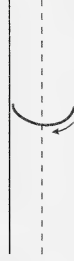
Handwriting

You will practise the capital letter **I** today.

Warm up by drawing two flowers like the one shown below. Use right ovals for the flower centre and the leaves. Use push-and-pull strokes to make the petals.



- The letter **I** begins on the baseline and curves up to the left. The curve continues to the top line.
- The downstroke is slanted.
- The tail curves up.



Demonstrate how to form the letter *l* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic. Monitor your student for the correct formation of the letter.

Try writing this letter on the chalkboard or whiteboard. Your home instructor will show you how to write the letter. As you write, try chanting the strokes below.



curve up, loop
down, and curve up

Keep practising until you can make a very good *l* in handwriting.



Take out your interlined notebook or interlined paper.

Get ready to try some *l*'s on your paper. Think about your pencil and paper position and your posture. Show your home instructor that you are ready to begin.

Check the student's posture, paper position, and pencil grip.

Notice how the letter l goes to the top of the space.



Practise at least two rows of l's on your paper or in your notebook. Try chanting the strokes as you write.

Now try writing a sentence. Look carefully at the l in the sentence. Notice how the n and g are not joined to the l.

Write the sentence on your paper or in your notebook.

Igloos are Inuit houses.

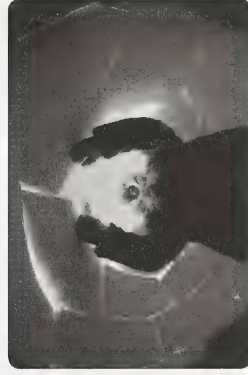
Monitor the student as he or she attempts to write the letter. Watch for correct formation and consistent slant.



Go to Grade Three Mathematics.



Play your favourite hiding game, indoors or outdoors. Have you ever built an igloo? If it's winter, now might be the time to try.



oral: spoken

heading: a title, especially of a list, column, or section of text

Explain that headings are similar to titles. Headings are often a subtitle under a more general title. Give the example of the organization of the Student Module Booklet. Each day has a title, and the subtitles are headings such as "Getting Ready," "Hide and Sneak," and "Phonics."

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



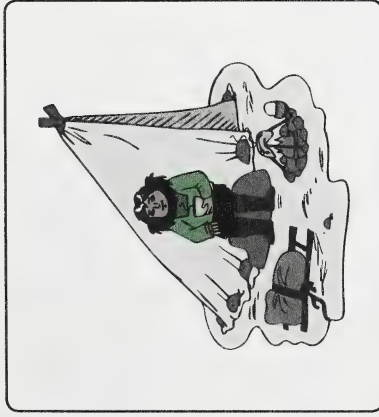
Sharing Your Information

On Day 7 you researched to find out about Inuit people in the past and now. You know that one way to share information is to write a report or article about a subject. It is important to be a good writer. It is also important to be a good speaker. Today you will share your information by giving an oral report. You can share it with your family, your home instructor, or other students.

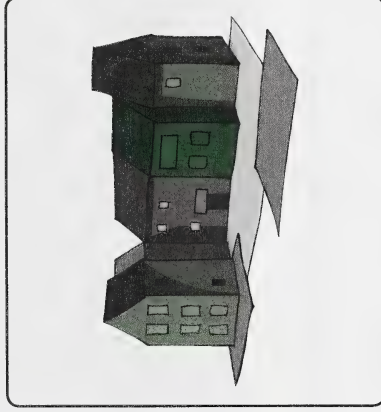
Gather all the facts that you discovered on Day 7. Think about how you will organize your report. You will write some **headings** or titles and draw some pictures to help you talk about the information. Choose **one** of the following ideas:

- Create a heading and a picture for each topic that you found out about. You will need a piece of unlined paper for each topic. Your topics might include any four of the following:
 - the environment
 - foods
 - services or education
 - clothing
 - traditions
 - communication
 - industry and jobs
 - language
 - homes
 - recreation
 - transportation

- You could organize your report by telling about Inuit life in the past and then telling about Inuit life now. Take out two unlined pages. Write the headings Inuit Life in the Past and Inuit Life Now. Draw a picture under each heading that shows the facts that you discovered.



Inuit Life in the Past



Inuit Life Now

- Use your own ideas for headings. Draw a picture to go with each heading.

Use your headings and pictures to tell about what you learned. Practise your report a few times before you do it for an audience. You can write a few short notes on your picture to help you remember what you want to say. Use the notes to make up sentences.

When you do your report, remember to speak clearly and loudly enough that your audience can hear. Look at your audience occasionally. Try to include all the information that you found out and tell what your sources were.

As the student does the oral report, observe and write down comments. See the Home Instructor's Guide for more information. You will comment on the oral report in the Home Instructor's Comments at the end of the Assignment Booklet.

The student will predict changes in Inuit communities. If the student has difficulty with this, see the Home Instructor's Guide for some questions to guide the discussion.

You know that all communities change over time. What changes do you think will happen in Inuit communities in the future? Make some predictions to your home instructor. Draw a picture to show what you think an Inuit community of the future will be like. You can include it in your oral report if you like.

The Crystal Garden



Take out your Crystal Diary.

Look at your crystal garden. Is it still changing?

Write Observation 5 on the top of page 9 in your diary. Draw a picture to show your crystal garden. On page 10, write a sentence or two to tell how it has changed.

Carefully mist your crystal garden with the solution in the spray bottle.

Story Time

Find a comfortable spot. Enjoy a story, book, or article about the Inuit.

Looking Back

How did your report go? Do you think you did a good job? Do you like speaking to an audience?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

heading: a title, especially of a list, column, or section of text

oral: spoken

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Day 9

Journey's End

Have you enjoyed your journey to northern Canada? You will finish *Hide and Sneak* today, make a story map, and learn more about Inuit communities.

You will also get a chance to write a story and create an illustration for it. It will be a busy day!



The student will tell you what has happened in the story *Hide and Sneak* so far.

Getting Started

What has happened so far in the story *Hide and Sneak*? Do you think Allashua will trick the Ijiraq into letting her go? How will she find her way home? Tell your home instructor.



Hide and Sneak



Take out *Hide and Sneak*.

On Day 8 you read the page where Allashua starts teasing the Ijiraq. You may want to reread the beginning of the story.

Find the next page. It begins with a Y in a box.

Read the page.

1. What did Allashua do to make the Ijiraq take her home?

2. How do you know the Ijiraq is very shy?

Read the next page.

3. What happened when Allashua blinked as they crossed the creek?

4. Why did Allashua cry?

Read the next page.

5. What was the black dot that Allashua spotted on the hill?



6. Why did she thank the inuksugaq?

Read the last two pages of the story.

7. How do you think Allashua felt when she saw her family?

Module 4A: What Is Happening?

Taima is pronounced tie-mah.

8. What did Allashua mean when she said, "You know what, Father? It works."
-

Look at the last word in the story, *taima*. It is an Inuktitut word that means "that's all."

Story Map

It's fun to make a story map to retell a story. A story map works well with any story that includes a journey. Think about Allashua's journey.

- Allashua started out near her family's tent.
- She walked up the hill near the sea to look at the inuksugaq.
- She came to a pond full of bugs beside a rocky hill.
- She discovered a nest of baby birds.

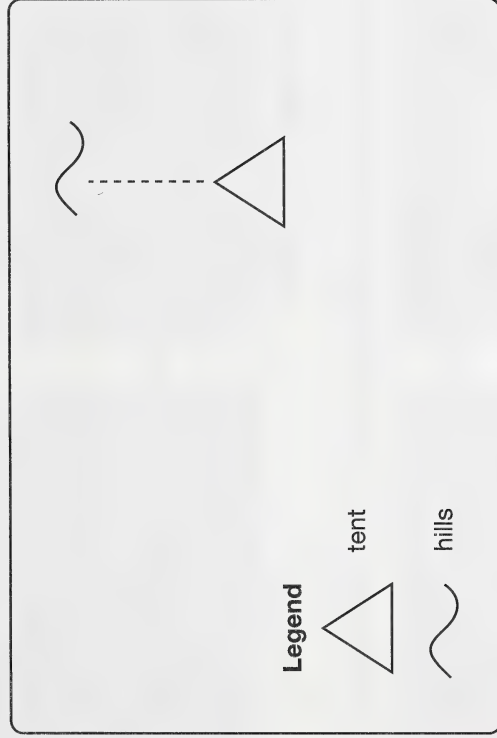
- Allashua followed the Ijiraq past the inuksugaq, across a rocky field, around a lake, through a field of cotton grass, across a creek, and into an ocean cave.



Take out a sheet of unlined paper and your pencil crayons or markers.

Create a map to show Allashua's trip to the cave and back again. Draw some symbols to represent each important place she passed. Make a map legend to explain each symbol.

Show Allashua's path by making a dotted line like this — — — — —.



It's too bad Allashua didn't have your map when she was lost. She could have used it to get home!



Put your story map in your Writing Folder. You will send it to your teacher at the end of today's activities.

Refer to the Home Instructor's Guide for the spelling dictation.

Spelling

It's time to do your spelling test. Your home instructor will say the words.



Go to Assignment Booklet 4A. Do Assignment 9: Spelling Test.

Remember, you are expected to spell these words correctly whenever you write them. They are in your Writing Dictionary if you forget how to spell them.

How It Came To Be

Imagine what it was like to be an Inuit person long ago. The winter nights were long and cold. There was no television or radio. To pass the time, people told stories, played games, and made carvings from the soft stones of the Arctic.

Some Inuit believe that stories have to be told in threes. If a storyteller tells only one story, it will fall apart. The last story is a very short one. It is called a **finishing story**.

You are going to write a short finishing story today. Your story will be a pourquoi tale that explains something in nature.

finishing story: in Inuit culture, the last story in a series of three
The finishing story is short.

Brainstorm a list of animals that live in the Arctic. Your home instructor will write the list on the chalkboard. Tell your home instructor about a special characteristic of each animal.



Arctic hare



polar bear

Add natural features of the Arctic, too, if you like.



northern lights



iceberg

Now use your imagination to make up a tale about how the animal or natural feature came to be the way it is. How did the Arctic hare get long ears? Why does the polar bear have white fur? How did the northern lights learn how to dance?

Module 4A: What Is Happening?

Write the list of arctic animals and their special features on the chalkboard or whiteboard.

Your student may choose to write the story on the computer using a word-processing program.

Demonstrate how to play cat's cradle with a loop of string. If you need instructions on how to play, check the Internet for websites using the words *string games* or *cat's cradle*. You may find a book on string games for children in your local library as well.



Take out a sheet of lined paper.

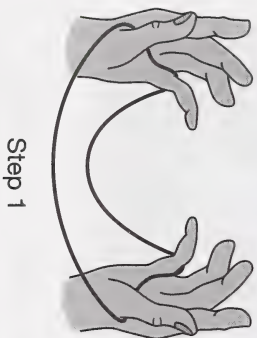
Write the first draft of your short story. When you are done, put it in your Writing Folder. You will edit it and write a good copy to send to your teacher later today. You will also create an illustration for it.



Go to Grade Three Mathematics.



Inuit people liked to play string games on long winter nights. Your home instructor will show you how to play cat's cradle with string.



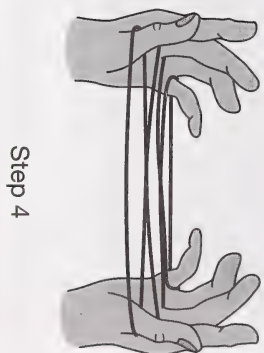
Step 1



Step 2



Step 3



Step 4

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Inuit Traditions

In your research and through the stories you have read, you have probably discovered many Inuit traditions. Many of the ancient crafts practised by Inuit people are still part of modern Inuit culture. Old ways and modern ways are often mixed together to suit the needs of the people.



Take out *Hide and Sneak*.

Look at the clothing that Allashua and her family are wearing.

Circle the correct answer.

9. Allashua's brother and sister are wearing

traditional clothing modern clothing a combination

Module 4A: What Is Happening?

If your student enjoyed *Hide and Sneak*, he or she might like *Arctic Stories*, also written by Michael Arvaarluk Kusugak.

10. Allashua's mom is wearing

running shoes **sealskin boots** **no shoes**

11. Allashua is wearing

a t-shirt and jeans **a traditional outfit** **a modern coat**

Traditional sealskin boots and caribou clothing is still made today, but many people also wear modern clothing brought in from other communities.

Look at the tents that Allashua's family stays in.

12. They are probably made from

sealskin **caribou skin** **canvas**



Allashua's family probably has a home in town. They still enjoy camping and fishing in the traditional way during the warm summer months. They may catch the fish in nets and dry them to provide some of their food for winter.

An Inuit carver or print maker may gather traditional soapstone to create the carvings, but will visit the local store to buy modern carving tools or special ink.

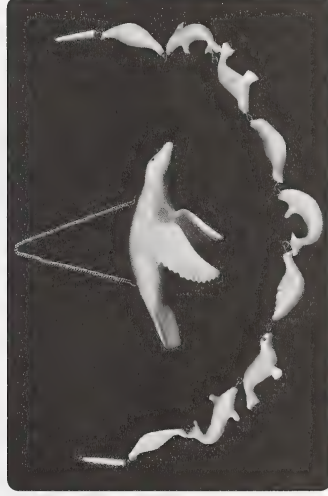
Things that Inuit need can be made or found in the Arctic, but many modern objects come from other communities. The Inuit people work for money in order to buy those goods.



Most Inuit people understand English, but many also speak Inuktitut or Inupiat. You have learned some Inuktitut words. If you would like to learn more about the Inuit languages, try searching on the Internet for more information. Use the word Inuktitut for your search.

Print Making

Have you seen any beautiful carvings created by Inuit artists? Carving **soapstone** or a walrus tusk is a good way to pass time in the long Arctic winters. Inuit artists often carve animals and other natural things.



Check the Additional Resources list for some websites that feature Inuktitut words and phrases.

soapstone: a heavy, soft stone that feels a bit like soap
It is often used for carving.

The soft Arctic soapstone is also used for print making. A simple shape is carved into the stone and then pressed into ink or paint and used to make prints.

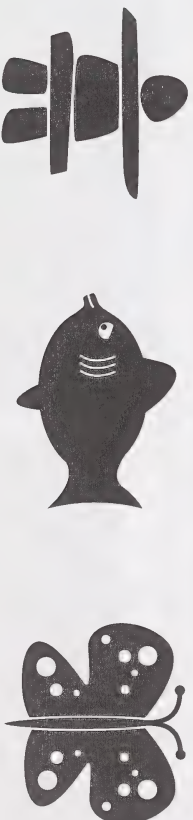
Look at the illustrations in *Hide and Sneak* again. Notice the borders around the pictures. Vadyana Krykorka created stamps to print animals, waves, inuksugaq, and hills.

You are going to use a bar of soap to create your own prints.



Take out a bar of hand soap, an ink pad, a ruler, a large sheet of unlined paper, watercolours, felt pens, and pencil crayons.

You will draw a picture to illustrate the pourquoi story you wrote earlier. Then you will make prints to create a border for your illustration.



Look back to the illustrations in *Hide and Sneak* one more time. Notice how the illustrator has used watercolours to make the sky, the water, and the rocks. Do you remember how you used wet paper and watercolours to create the same effect?

Draw a picture to illustrate your story. You can use felt pens, pencil crayons, watercolours, or a combination of them.

While your illustration is drying, follow these directions to create your prints:

- Ask your home instructor to cut the bar of soap in half. That way you can make two different prints.
- Use a pencil to scratch a simple outline of an animal or natural object from your story. The outline should be scratched on the cut side of the soap, not on the wide part of the soap.
- Carefully carve away the soap from the edges of your outline. The outline should remain raised above the rest of the soap, much like the design on a rubber stamp is raised above the base.
- Add details and texture to your outline by scratching lines with a pencil or paper clip.
- Try a few sample prints on a piece of scrap paper. Press the soap design on to a stamp pad; then press it on to the paper.
- Do your second print the same way.

When your illustration is dry, use a felt pen and a ruler to draw a border around the edges of your illustration, just like you see in *Hide and Sneak*. It should be just wide enough for your prints to fit inside.

Use your soap carvings to stamp prints around the border.

Discuss safe use of the knife before allowing the student to begin. A small table knife, jack-knife, or paring knife may be used, depending upon your student's dexterity.

If you do not have an ink pad, the student may colour the design with a large-tipped felt pen instead.

Edit, Rewrite, and Proofread

Now it's time to finish the story you wrote earlier today.



Take out the Arctic pourquoi story that you wrote.

The student will read the story aloud to you. Tell the student about anything that is unclear or confusing in the story.

Read through the story. Make sure you used interesting and descriptive sentences and that the story makes sense. Check the spelling, punctuation, and capitalization too. Ask your home instructor to listen as you read it aloud. Your home instructor will tell you if there are any confusing parts.

Make any changes that are necessary. It is a good idea to use a different-coloured pen or pencil when you make changes.

Rewrite your story in the Assignment Booklet. Make up a title too. Don't forget to proofread your story after you have written it.



Go to Assignment Booklet 4A. Do Assignment 10: How It Came To Be.



The Crystal Garden



Take out your Crystal Diary.

Look at your crystal garden. Is it still changing?

Write Observation 6 on the top of page 11 in your diary. Draw a picture to show your crystal garden. On page 12, write a sentence or two to tell how it has changed.

This is the last entry for your crystal garden. You will send your Crystal Diary to your teacher today.



Go to Assignment Booklet 4A. Complete the Student Learning Log.

Story Time

Find a comfortable spot. Listen as your home instructor reads to you.



Module 4A: What Is Happening?

Looking Back

You have finished Student Module Booklet 4A. What did you enjoy most in this part of the module? Did you have difficulty with anything?

Journal Entry

The student may respond to the questions or write about any topic that relates to the module's lessons.

Complete the Home Instructor's Comments at the end of Assignment Booklet 4A. Use the Items to Submit checklist to help you gather all the necessary assignments. Be sure each assignment has been completed. Mail, fax, or e-mail the required projects and Assignment Booklet 4A to the teacher.

Glossary

finishing story: in Inuit culture, the last story in a series of three

The finishing story is short.

soapstone: a heavy, soft stone that feels a bit like soap

It is often used for carving.

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Module Summary

Your journey through caves, volcanoes, and the Canadian North has ended.

In this part of the module you learned

- about r-controlled vowels
- about different kinds of caves
- how to sort and describe rocks
- some different ways to test rocks
- about Inuit life in the past and present
- how to give an oral report
- how to make prints

In the second half of the module you will further investigate rocks and minerals and explore life in the sea. You will learn more about goods and how they are transported.

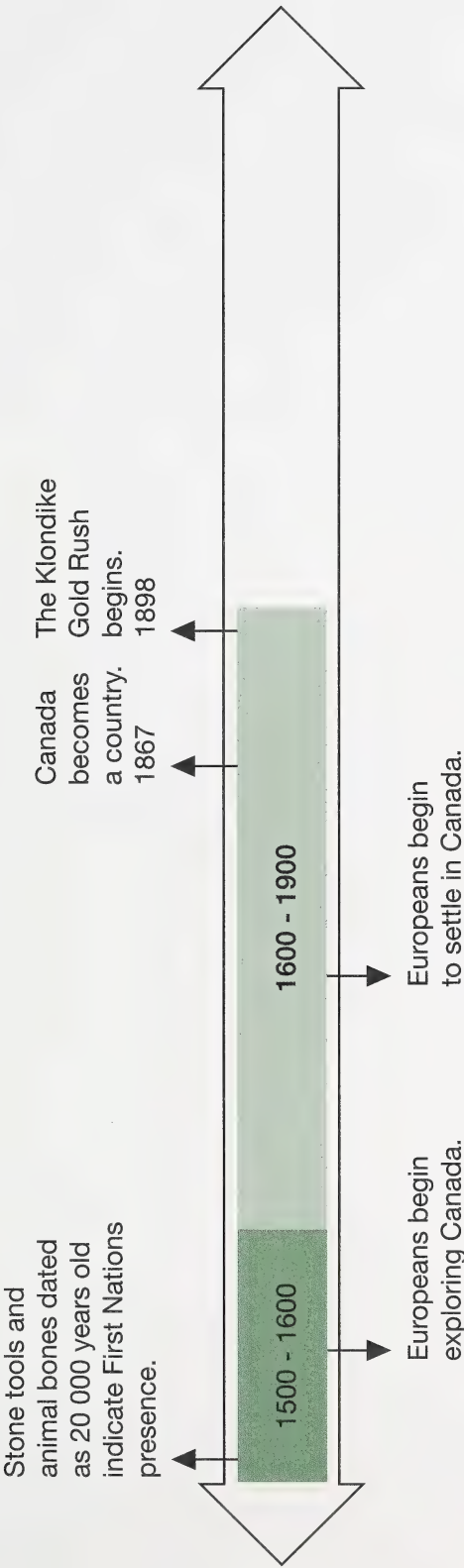


Grade Three **Thematic**

Module 4A:
Appendix



Gold Rush Time Line



Hardness Chart

Very Soft (scratched by a fingernail)	Soft (scratched by a penny)	Medium (scratched by a nail)	Hard (scratched by an emery file)

Rock Chart

	Sample #1	Sample #2	Sample #3	Sample #4	Sample #5	Sample #6	Sample #7
Colour							
Hardness							
Lustre							
Vinegar Test							
Cleavage							

Map of Canada



CANADA



CHINA



